# Signature Page

## Study Abroad-2008

### I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathryn Freschi</td>
<td>Italian</td>
</tr>
</tbody>
</table>

### II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derek Wilson</td>
<td>Chair of Budget Committee</td>
</tr>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
</tr>
<tr>
<td>Erik Dunmire</td>
<td>Facilities Committee</td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Institutional Planning Committee/ Academic Senate President</td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Instructional Equipment Committee (and Other Expenses)</td>
</tr>
<tr>
<td>Sara Mckinnon</td>
<td>SLO Coordinator and Chair of The Program Review Committee</td>
</tr>
<tr>
<td>Joetta Scott</td>
<td>Student Access and Success Committee</td>
</tr>
</tbody>
</table>

### III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nick Chang</td>
<td></td>
</tr>
</tbody>
</table>

### IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phillip Kranenburg</td>
<td></td>
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</table>
I. Program Definition
College of Marin launched its first Study Abroad Program in Spring Semester 2006, funded by an EEIF grant written in Fall 2005. Its first group of students went to Santander, Spain, in Summer 2006, to study Spanish 102, which was taught directly by a COM full-time instructor of Spanish. In Summer 2007, COM sent its second group of students to Buenos Aires, Argentina, attracting a large group of students. A new curriculum model allowed for the instruction of many levels of students at one time. Since national enrollments in languages—other than English—have been in a steady ascent, increasing by 12.9 percent from 2002 to 2006, the creation of Study Abroad at COM was seen as a natural extension and accommodation of that interest. Adding an immersion experience to a COM modern language class would attract many different kinds of students interested in a new, global dimension of their language experience. To make the creation of this program more compelling, modern language enrollments at COM have always been stronger than statewide averages, even in times of higher enrollment fees for students with baccalaureate degrees.

II. Program Purpose

Primary Goal: Degree/Transfer
Secondary Goal: Lifelong Learning
Other Goal: 

Primary and Secondary Goals Description:
Study Abroad was designed to provide credit or not-for-credit instruction in a modern language in a country where the language was spoken. Both credit and non-credit students attended COM programs in Santander and Buenos Aires. They paid the identical board and room costs, but paid varying instructional fees based upon the COM formula for credit vs not-for credit instruction. The overall program purpose was to provide an immersion experience in a modern language and to give students an additional exposure to learning the language in another culture. Because of the strength of the Spanish discipline at COM and because Spanish is spoken in many countries of the world, it was felt that instruction in Spanish would have the greatest enrollment draw of our existing language disciplines.

III. Students Served
COM attracted both credit and non-credit students in its Spain and Argentina programs. It is clear that both of these groups preferred a short-term program as opposed to a semester-length program; a short-term program is also another avenue to minimize total costs for students. Our non-credit and older students tended to not be attracted by home stays or dormitory placements. In the future, it is recommended that alternate housing situations be available, such as apartment rentals. The choice of doing business with another community college should be based on that college's flexibility in sponsoring such alternate housing situations.

IV. Program History
COM Study Abroad sent its first group of students abroad in Summer 2006 to Santander, Spain. This group of 14 students was a combination of transfer and life-long learning, or not-for-credit, students. This program was created, advertised, and executed in about two months. Through a series of two more years of EEIF grants, each requiring a year of planning time, two more Study Abroad Programs were created: a program to Buenos Aires, Argentina, in Summer 2007. This program to Buenos Aires gathered the most enrollments, 31, and attracted a combination of transfer students and life-long, or not-for credit, students. A program to Guanajuato, Mexico, scheduled for Summer 2008, was cancelled due to lack of enrollments. These programs were created by a COM faculty member on re-assigned time and for COM students only, and were co-sponsored by AIFS, American Institute of Foreign Study. This organization was chosen because of its work in this business for many years and for its large, student liability policy. In Fall 2008, College of Marin no longer ran an independent, custom model of study abroad, but rather became an Associate Member of a Study Abroad Consortium, NCSAC. On December 17, 2008, at the end of the semester, a decision was made to not move ahead with the goal of becoming a Permanent Member of the NCSAC Consortium. The reasons were: (1) the Consortium tends to serve younger, credit students who like semester programs abroad (2) COM's students are both credit and non-credit; many of our older students are not attracted to semester-length programs, with arranged homestays (3) the Consortium's requirements of administrative and clerical time are too expensive for COM (4) the Consortium's requirement of COM contributing 30 new students to existing programs is unrealistic, considering the different type of student body that we have. As of January 2009, we are pursuing the possibility of doing business independently with one other community college. This is to minimize bureaucratic procedures and costs and to create more programs that are short-termed. Such programs could accommodate both credit and non-credit students. Such a move would require doing business outside the scope of AIFS, our previous study abroad partner, and new provisions for student liability insurance are being explored. This will have to be approved by our Vice President of Business Services and by the COM Board of Trustees.

V. Attachments
Student Access and Success

Study Abroad-2008

I. Program Enrollment

How has this changed?
Why has this occurred?

Program enrollments in Study Abroad at COM were 14 in Summer 2006 for Santander, Spain, and 31 in Summer 2007 for Buenos Aires, Argentina. During 2008, when COM was doing study abroad programs with the NCSAC Consortium, enrollments decreased. For the Consortium's programs of Fall 2008, COM sent seven students to London and one student to Madrid. COM was not able to send any students to the Consortium's 2009 Florence Program, because the program was oversubscribed. It is our hope that a more permanent plan for the operation of Study Abroad at COM will stimulate the large and steady enrollments that were evidenced initially in the program.

How can the positive results be maintained or the negative results be improved?
The negative enrollment results of the last year can be turned around in the following ways: (1) creating a formal, Study Abroad administrative position at COM which can give more stability to the effort (2) partnering with individual, member institutions to operate independent programs. There is a precedence for doing this among local institutions and there would also be freedom to avoid the bureaucracy and extra costs of the Consortium.

If there are courses you wish to highlight, please describe changes and trends.

How has this changed?
Why has this occurred?

If College of Marin had pursued a study abroad operation through the NCSAC Consortium, it would have been expected to recruit 30 students per semester per site. Since College of Marin is a Basic Aid District, it has an advantage over other Consortium colleges in that it would not have the same enrollment requirement to operate such a program. However, 30 credit students would have been an unrealistic number for COM to have provided. For this, and other reasons, COM decided not to pursue a permanent membership with NCSAC.

How can the positive results be maintained or the negative results be improved?
Another possible study abroad format for COM might be to share a venture with another member college in the Consortium. Many member colleges often offer study abroad programs with and independently of the Consortium, so there are no restrictions on member colleges in this regard. For example, it might be possible for College of Marin to co-sponsor a study abroad program with Diablo Valley Colleges alone and to create its own program minimums. This would allow the College to have more comfortable recruitment requirements and avoid the bureaucracy of the Consortium. This might also be the appropriate way to allow for the attendance of non-credit students in study abroad immersion experiences. The important thing at this point is that College of Marin has now operated with AIFS, or American Institute of Foreign Study, and can plug back into this partnership to support any independent ventures. Or, it can pursue program co-sponsorship in a new way.

If there are courses you wish to highlight, please describe changes and trends.

How has this changed?
Why has this occurred?

In Study Abroad I, 2006, to Santander, Spain, there were 14 students attending, in both the credit and non-credit categories. In Study Abroad II, to Buenos Aires, Argentina, there were 31 students attending, in both the credit and non-credit categories. Study Abroad III, scheduled to go to Guanajuato, Mexico, in 2008, was cancelled due to lack of enrollments. With the transition to the NCSAC Consortium model, College of Marin has sent fewer students to study abroad locations. For example, in Fall 2008, COM sent seven students to the London program and one student to the Madrid program. College of Marin could have sent many students to the Spring 2009 Florence program, but the Consortium already had an overflow of enrollments; so, none will be going, although as of this date, there is one student on the waiting list. As of the writing of this Program Review, COM is gearing up to recruit students to the Consortium's Fall 2009 programs to London and Paris. This will be the final test to determine if COM is able to adequately address this requirement for full membership.

How can the positive results be maintained or the negative results be improved?
Study Abroad is not a program which can run by itself, or without the appropriate administrative or clerical support. For recruitment of students to continue in the program and to meet the requirements of the Consortium, COM must produce a plan to house Study Abroad on site. This plan will appear under the Staffing part of this report.

If there are courses you wish to highlight, please describe changes and trends.

If COM is to continue with Study Abroad in the Consortium model, it will be able to send students abroad to study more than courses in modern languages. A student going abroad must commit to a minimum of 12 units; these units can include instruction in the modern language of the country, art history, political science, mass communications, history, dance or even biology or other courses in the sciences. The curriculum can vary according to the choices of the Consortium and local faculty talent of member colleges.

<table>
<thead>
<tr>
<th>How has this changed?</th>
<th>change from</th>
<th>to</th>
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<tbody>
<tr>
<td>Classes (Total)</td>
<td></td>
<td>1</td>
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</table>

Why has this occurred?
In Study Abroad I, the group of 14 students all studied Spanish 102. This course was taught directly, on-site, by the COM Spanish Instructor, Rossana Pagani. Before the actual execution of Study Abroad II, a new model for Study Abroad was created and passed by the Curriculum Committee which allowed for the offering of four levels of Spanish (101, 102, 203 and 204) to be supervised by the Instructor of Record, Rossana Pagani. This model is currently used by other community colleges who are in the study abroad business. This model encourages greater student enrollments because it offers a variety of courses while abroad; it carries the ability to be more cost-effective for College of Marin.

How can the positive results be maintained or the negative results be improved?

After Study Abroad II, however, COM administration decided that it no longer wanted to run an independent Study Abroad Program. It wished to join a Study Abroad Consortium, (NCSAC), that would (1) offer more study abroad destinations for students (2) that would offer programs for study abroad in English-speaking countries as well (3) offer students opportunities for semester as well as summer session study abroad programs (4) be less costly to operate. At the time of transfer to the Consortium model, it was believed that the Consortium approach would be a more cost-effective way to run such a program; this assumption will be updated and clarified in the body of this review.

If there are courses you wish to highlight, please describe changes and trends.

II. Faculty Units

<table>
<thead>
<tr>
<th>How has this changed?</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reassigned Units</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Why has this occurred?

In Study Abroad I, four TUs were allocated to the COM instructor, Rossana Pagani, who taught Spanish 102 on site in Santander, Spain. The instructor's food costs were paid by the College for the two week program. Four additional reassigned units were allocated to Kathryn Freschi, for the creation and management of the program and for all dialogue and transactions with AIFS. Total costs for Study Abroad I was $20,000. In Study Abroad II, 5.5 TUs were paid to the Instructor of Record, Rossana Pagani, to supervise the teaching of four levels of Spanish on site in Argentina, plus extra work as needed to manage the program on-site. The instructor's food costs were paid by the College for this four week time period. Kathryn Freschi received four units in Fall 06 to set up this program, which included substantial work with the Curriculum Committee and UDWC to create the new model, to market the program, and hire the Instructor of Record. In Spring 2007, Kathryn Freschi received an additional four units to run recruitment meetings, arrange publicity with the Independent Journal, counsel students and work with AIFS to place students on flights and in living situations. Including an additional allotment of 5.5 TUs for the program, Study Abroad II cost $36,234. For Study Abroad III, Kathryn Freschi received two units in Fall 07 and in Spring 2008 to create the program to Guanajuato and to arrange for the transition to running a study abroad program through NCSAC. This transition was effected in Spring 2008 and College of Marin began to advertise for the Consortium's study abroad programs for Fall 08 and Spring 09 on the College's web-site and through fliers. Since the Guanajuato Program was cancelled in April 2008, due to lack of enrollments, there were no teaching units or extra costs expended. Total costs for Study Abroad III were $12,000.

How can the positive results be maintained or the negative results be improved?
As of the modification of this Program Review in January 2009, COM has made the decision to not see permanent membership with the NCSAC Consortium. The Consortium had a number of requirements for this membership. These included: (1) ability to provide new enrollments (30 per semester) to the Consortium's existing programs (2) attendance at the Consortium's administrative and registration meetings (3) sending a designated Administrator, not a faculty member, to the administrative meetings. This Administrator must have provided a minimum 20% commitment to Study Abroad at his/her campus. (4) creating and maintaining an in-house Study Abroad Committee, which has faculty, student and administrative components. This Committee will ultimately have input into the hiring of instructors and choice of curricula in the Consortium's programs. (5) evidence of an office for Study Abroad on campus (6) evidence of a classified staff member (minimum 60% position) to answer study abroad questions from the public and be a source of centralized information. Regardless of whether or not it is affiliated with the Consortium, however, COM needs to create and address a more permanent operation of the study abroad effort on campus. The staffing section of this report presents a plan for how study abroad might operate in the future at COM.

If there are courses you wish to highlight, please describe changes and trends.

### III. Demographic Trends

#### Demographic Changes

<table>
<thead>
<tr>
<th>How has the total of Students changed</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
</table>

**Why has this occurred?**

When College of Marin ran its independent Study Abroad programs in 2006 and 2007, it recruited a mixture of credit and non-for-credit students. This mixture included both older adults and traditional, transfer-age students. Under the Consortium model, only credit students, willing to take 12 units in the semester period, could attend. The Consortium model, at least in its current form, denies easy access for non-credit students. It would be in the interest of COM, as there is an abundance of non-credit students in Marin County who would be interested in attending study abroad programs, to develop a model which can incorporate both credit and non-credit students. Also, as long as COM remains a Basic Aid District, it does not need to limit its service to credit students only. This, however, is not a reality in the rest of the Consortium colleges and was one of the main reasons why COM exited the Consortium.

As of the writing of this Program Review, there are serious concerns in the State's community college systems regarding the impending cuts in the Governor's budget. If the budget cuts come to pass in January 2009, the Study Abroad programs of the NCSAC member colleges may be in jeopardy. Because of its Basic Aid funding status, College of Marin now has a unique opportunity to provide study abroad, by funding an operation in-house. In addition, there are other demographic changes on the horizon, given the general economic downturn. For example, the famous Doyle scholarships given to students with a 3.0 or above grade point average at Santa Rosa Junior College have been temporarily suspended. This could have an impact on who serves students from the SRJC area who might wish to study abroad. In essence, College of Marin could become the new provider of this service in the North Bay Area.

#### How can the positive results be maintained or the negative results be improved?

**Demographic Changes**

<table>
<thead>
<tr>
<th>How has the total of Students changed</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
</table>

**Why has this occurred?**

In Study Abroad I and II, there was a high percentage of life-long learners who enrolled in the programs, in addition to the younger, transfer students. This was because of the compressed time frames of the programs and the greater choice of living accommodations once at the Study Abroad site. With the transition to the NCSAC model, it is clear that younger, transfer students are mostly attracted to the programs - at least to the ones which offer only home stays. This is probably because of the semester-long length of the programs, as compared to a more compressed time frame. Also, younger students are more inclined to be willing to stay in student dormitories or in home-stays, particularly for a longer length of time. For the Consortium's Fall 08 programs in Granada and London, COM sent six students to the Consortium who were all transfer students. Unfortunately, as of October 2, we learned that the Consortium's Spring Semester Program to Florence had already closed. This was sooner than normal. Only one student from College of Marin will be going, even though a recent recruitment meeting here attracted ten potential new COM students.

#### How can the positive results be maintained or the negative results be improved?

A commitment to the Consortium model would have meant that College of Marin saw only the transfer student as its primary customer. Also, the Consortium did not currently have provisions to accommodate a student who is not a credit student, or who pays the community services fee equivalent for the class. Both credit and community services students were able to be accommodated within the independent Study Abroad model; the only criteria was that each student type pay both the school fees and the program fees associated with AIFS.

### VI. Student Retention Rates
Student Retention Rate Within The Program (All courses combined)
Retention has change from  to  
Select... %

Why has this occurred?
In both the Study Abroad Programs of 2006 and 2007, the student retention rates were nearly perfect. (Two students returned home early from the Buenos Aires Program because of illness.) One credit student in Buenos Aires received a No Credit grade for failure to do the final exam.

How can the positive results be maintained or the negative results be improved?
If there are courses you wish to highlight, please describe changes and trends.

VII. Student Success Rates
Student Success Rate Within The Program (All courses combined)
change from  to  
Fa03 Sp08

Why has this occurred?
In both Study Abroad I and II, nearly all students who were registered as credit students succeeded in the programs, meaning that they all received grades of A, B, C, or CR. There was only one student in Study Abroad II who received a grade of No Credit, due to failure to take the final exam. There was also 100% retention rate of all community services students who were not enrolled for a grade. In Study Abroad II, two students returned home before the completion of the program due to illness.

How can the positive results be maintained or the negative results be improved?
If there are courses you wish to highlight, please describe changes and trends.

VIII. Certificates, Degrees, and Transfer
How has the number of awarded changed from  to  
Why has this occurred? 
How can the positive results be maintained or the negative results be improved?
If there are courses or awards you wish to highlight, please describe changes and trends.

IX. Justification
Evidence: What data or evidence supports your projected requirements?
The successes of Study Abroad I and Study Abroad II at COM have proven that COM can succeed in this business. Since COM has now decided not to pursue membership in the NCSAC Consortium, it can now concentrate on running independent, short-term, credit and non-credit study abroad programs, with local institutions. Discussions are already taking place to put this in motion by Summer 2009.

Attachments:
College of Marin Program Review Student Access and Success • AS v.2 June 2008
# PROGRAM REVIEW
## Curriculum and Articulation Report
### Study Abroad-2008

## I. Projected Course Actions Report

<table>
<thead>
<tr>
<th>Action</th>
<th>Course ID</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Addition</td>
<td>Spanish 140</td>
<td>Spanish Immersion Studies A - D</td>
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</tbody>
</table>

This course was developed in Fall 2006 to produce a special immersion model of the Spanish courses 101, 102, 203 and 204. It allowed for an instructor of record from COM to supervise the work of native instructors of Spanish in Argentina and also allowed us to serve multiple levels of students at the same time.

## II. Projected Certificate/Degree & Other Actions Report

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<thead>
<tr>
<th>Category</th>
<th>Action</th>
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<tr>
<td>Degree Addition</td>
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<td>10-14 Courses</td>
<td>60.0</td>
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</tbody>
</table>

### Certificate/Degree Title:
An A.A. Degree in International Studies was developed in 2002 at COM. If more international students come to COM, they might find this degree useful for their transfer studies and interests. The degree could therefore become an important part of the Global Studies Learning Community.

## III. Attachments

### Evidence:
What data or evidence have you provided? Please briefly describe.

I have provided references to the new course, Spanish 140, Immersion Studies in Spanish A-D, which was created as a new model of offering courses abroad. It included a new position of Instructor of Record and allowed that person to supervise native teachers of the language on site. It also allowed for multiple levels of the language to be taught simultaneously, thus increasing the chance to recapture more FTES.

Also, reference was made to the A.A. Degree in International Studies which was developed in 2002. This degree can be linked with the other goals and activities of the new Learning Community. It can possibly be seen as a resource for new international students wishing to apply their backgrounds to a new transfer degree.

### Attachments:
Description of attachment formats (file type, hard copy, etc.)

College of Marin Program Review Curriculum and Articulation Report• CG v.2 June 2008
I. Instructional Equipment/Materials Requirements

II. External Funds/Resources

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Source of Funding</th>
<th>Funding Cycle</th>
<th>Funding Duration</th>
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</thead>
</table>

III. Student Material Fees Funds

IV. Expense Justification

Evidence: What data or evidence have you provided? Please briefly describe.

The justification for future expenditures for Study Abroad and International Ed will be explained under the Staffing component of this report.

Attachments: Description of attachment formats (file type, hard copy, etc.)
### I. Office Supplies, Materials and Equipment

<table>
<thead>
<tr>
<th>Priority</th>
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<th>Expense Item</th>
<th>Unit Cost</th>
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<th>Tax</th>
<th>S&amp;H</th>
<th>Total Cost</th>
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### II. Non-Instructional Expenses

<table>
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<tr>
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<th>Expense Amount</th>
<th>Expense Type</th>
<th>Purpose or Intent</th>
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</table>

### III. Other Student Expense

<table>
<thead>
<tr>
<th>Priority</th>
<th># of Support</th>
<th>Description</th>
<th>Projected Expense</th>
<th>Proposed Fee</th>
<th>Reason for Expense</th>
</tr>
</thead>
</table>

None 0 travel costs to site; room and board; excursions $ 7,000 $ 0.00 cost of living for semester in foreign country

### IV. Attachments

**Evidence:** What data or evidence have you provided? Please briefly describe.

**Attachments:** Description of attachment formats (file type, hard copy, etc.)
I. Program Faculty

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status</th>
<th>Years at COM</th>
<th>Faculty Units</th>
<th>Reassigned Units</th>
<th>Year Retired</th>
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</table>

Specialty:
List all areas of specialty and/or equivalency

Leadership:
As a part of the future operation of Study Abroad at COM, it is suggested that faculty units be available for the student recruitment aspect of the program. This would be a place to more appropriately include faculty members in a part of the program where their expertise is valuable. Faculty should be compensated for their time on a stipend basis.

In addition, if COM starts doing Study Abroad with another college, independently, we are suggesting that 7 faculty units be made available for a Winter 2010 Program to Cuba or South America. This would be enough to accommodate one Spanish grammar instructor and an instructor in a field to be identified.

II. Instructional Support Staff

<table>
<thead>
<tr>
<th>Name: Last, First</th>
<th>Purpose</th>
<th># of Supported</th>
<th>Hrs. per wk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be hired Clerical</td>
<td>500 Students</td>
<td>25</td>
<td></td>
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Leadership:
The NCSAC Consortium required that a member college have at least a 60% clerical position to support its study abroad activities. Some member colleges allocated up to 75% of a clerical position for this purpose. For this, and other reasons, COM administration decided that the Consortium model of study abroad was too expensive for COM. This Program Review instead describes a staff position which would have responsibilities to Study Abroad, International Ed, the Intensive English Program, Modern Languages faculty, and the International Film Festival every Spring Semester. As such, the support staff person would have many other duties than serving study abroad alone.

III. Teaching Unit Requirements

<table>
<thead>
<tr>
<th>Teaching Units</th>
<th>Health and Safety</th>
<th>Scheduling</th>
<th>Title 5</th>
<th>Waitlists</th>
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<tbody>
<tr>
<td>9</td>
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</table>

Specialty:

Other:
If COM partners with individual member colleges to do Study Abroad, there would not be a predictable number of teaching units required for this. It might average perhaps six new teaching units per year. Another addition of teaching units could come about from faculty coordination, possibly 2 units per year, allocated to compensate faculty in the student recruitment process.

IV. Projected Staff Requirements

V. Faculty Requirements

1. No full time instructors in the subject area.
2. Non-Availability of part-time instructors in a subject area.

3. Reduction in department Teaching Units as a result of full-time faculty retirements or other significant causes.
4. Recent or forthcoming growth as a result of additional sections of classes to enrollment demands.
5. Temporary growth in department Teaching Units as a direct result of a short-term grant or other interim resource.

6. Current or forthcoming changes that illustrate the immediate need of additional full-time faculty within this department.

7. Program Review findings.

8. Other considerations.

If COM is able to do study abroad with one other local institution, it would have more flexibility in sending either full-time or part-time instructors on a program assignment. This would have to take into consideration, of course, the Collective Bargaining Contract and its requirements.

VI. Attachments

Evidence: What data or evidence have you provided? Please briefly describe.

Even though a decision has been made to exit the NCSAC Consortium, the good success that COM had with its programs to Spain and Buenos Aires indicate that the College should continue to support the existence of this program. A more independent model may be indicated, possibly using the expertise of another local college which has a similar student clientele and who has been in the business for a long time. Another reason is that Study Abroad plays a part in a community of interest, or a learning community, which includes classes in the Modern Languages Department, International Ed, and the Spring Semester International Film Festival at College of Marin. One of the reasons for the identification of this learning community was in response to the growing number of high school enrollments in modern language classes in certain time frames and the possibility of forming a cohort of these students to take advantage of related activities at COM. The ultimate goals are to encourage these students to attend COM as transfer students and reverse our downward institutional transfer rate. In addition, these same students could avail themselves to opportunities in Study Abroad, at age 18, upon their graduation from high school. A growing trend of high school graduates are opting for a "gap year" before beginning a college or university, and a study abroad opportunity would offer a semester abroad with the incentive of transferable units as well. There is a larger goal of this learning community: it aims to create a common purpose to restore coherence, engagement and motivation, closer relationships between peers and teachers, and more focused attention to subjects that matter. College of Marin would be seen as a nucleus of these services, including Study Abroad, and more students would have opportunities in those areas and be successful.

As previously mentioned, College of Marin, with its Basic Aid funding status, may play a unique role in sustaining the study abroad function previously begun by the NCSAC Consortium. Many of the member colleges may be soon in a position of having to defer their programs in the next couple of years, due to the cuts that they must make. If so, College of Marin may arise as a new provider of study abroad programs, albeit in an independent form.

Creating new forms of learning outside high schools, and in this case between Marin high school students and COM, is not a simple or short-term activity. Many things need to bolster it. The following represents a staffing plan, including cost and revenue estimates, that would support this Learning Community, including Study Abroad:

Certificated Administrator Position

Director of Study Abroad, International Education and Modern Languages

There is a growing number of COM students, and students from other institutions, who wish to study abroad. Although taking existing COM language courses, these students are drawn to an immersion experience in a foreign culture. There is also an income-producing potential to develop more study opportunities for international students who wish to study here. Together, these students form a community of interest which would further benefit from leadership, guidance, technology direction and a focus of purpose.
This is a proposal to create an administrative position at College of Marin to address this need and strengthen the many dimensions of this community. The position would have an actual hire date of January 1, 2010. The ultimate goal of this position is to advance student learning and retention in this curriculum area, recruit high school students to take classes at COM now and in the future, and to increase the student transfer rate at COM.

This administrative position would also be responsible for the evaluation of faculty and other leadership duties in the Modern Languages Department. Since there will only be one full-time faculty member in Modern Languages (which offers approximately 145 units per semester) as of December 31, 2010, there is a special need for a position to carry out the administrative work of a department almost fully staffed by part-time instructors.

Background

National enrollments in languages-other-than English have been in a steady ascent in the U.S. since 2002, increasing by 12.9 percent. Enrollments in language classes at COM have always been stronger than statewide averages, even in times when the State imposed a special fee on baccalaureate degree holders in those classes. Study Abroad was created in 2006 at College of Marin, partly to provide an immersion experience in a modern language to our varied student population in Marin and partly to compete with other community colleges which offered similar services to students. Students generally love their study abroad experiences and are attracted to the institutions which provide this opportunity.

Since 2006, Study Abroad at COM evolved from an independent, custom program to partial participation in the NCSAC Study Abroad Consortium. This directional decision was made by COM administration. As of December 2008, however, COM administration made a decision to exit the Consortium. There were various requirements of membership with the Consortium that COM was not prepared to meet:

1. that COM demonstrate administrative, not just faculty support, for its in-house study abroad effort. The Consortium requests that 30 percent of an administrative assignment be dedicated to Study Abroad, although we have just learned that this may be negotiable to a lesser time commitment.
2. in addition, the Consortium also requires a dedicated space assignment (office) for study abroad, so that students can easily and predictably access information on NCSAC programs.
3. the Consortium also requires the dedication of a minimum 60 percent staff support position to work for study abroad and
4. the creation of an in-house Study Abroad Committee, comprised of faculty members, one administrator and a student representative, to meet frequently during the semester to discuss the program, its curriculum, faculty hiring and other needs.

There is also not adequate administrative or faculty leadership to properly guide the Modern Languages Department, which has become an almost total department of part-time instructors from unrelated language disciplines. The above needs can logically be linked to other global programs at COM, such as expanding the presence of international students on campus. Therefore, the creation of such an administrative position would better address the needs of all students in this learning community and create a new presence for the College in Marin County and beyond.

Duties of this Position

Act as Administrator in charge of COM Study Abroad, representing the College in independent ventures. An independent study abroad venture might take place with Diablo Valley College, which has been in this and the
International Education business for many years. DVC has an excellent reputation for sending transfer students to the UC system. It recruits international students on the basis of this reputation and it is felt that COM could also use this as a part of its recruiting strategy. DVC has also operated its own study abroad programs for many years and has identified an insurance broker independent of AIFS. A new certificated Administrator would supervise the Modern Languages Department, Intensive English Program, and International Ed Program in addition to Study Abroad.

1. Assume responsibility for Study Abroad programs done together with DVC
2. Serve as Chair of the in-house Study Abroad Committee, which will meet twice per semester, deciding Study Abroad curriculum, and hiring instructors to go abroad
3. Supervise faculty and staff in the Modern Languages Department, performing evaluations, working on grants to provide monies for technological upgrades, planning for interface with other departments on campus to create interdisciplinary curricula
4. Work with Student Services staff to refine services to keep track of high school students who are taking modern languages classes. This would entail communicating with students in this cohort (and their parents), tracking statistics to determine if these students stay to transfer from College of Marin and where they transfer to.
5. Supervise yearly International Film Festival, given by Modern Languages faculty; secure on-going monies to guarantee this component of the Global Studies Learning Community
6. Work with faculty in Modern Languages to continually upgrade the technology in the area and set up training opportunities for faculty to stay current in new learning methodologies
7. Work with other departments at COM to create occasional independent study abroad programs (not as a part of the NCSAC Consortium or using the services of AIFS), whose net effect would be provide opportunities in interdisciplinary education to students, i.e., Study Biology (field trip) in South America or Cuba, 3 weeks during Winter Intersession
8. Develop program of International Education at College of Marin, designed to bring in more international students to the College’s Credit Program. This would be designed to produce off-setting fee income for the operation of Study Abroad and other activities in this community of interest.
9. Supervise the Intensive English Program at IVC with the objective of better integrating these students into the coming International Education program.

Range

This position would be created as a Level 4 Certificated Management Position, or Director. With the appropriate background and qualifications, a candidate could be placed as high as Step 6 at this level.

Cost and Revenue Projections

COSTS

At Level 4, Step 6, a Director earns $106,000 per annum. Adding in an additional 30% ($31,800) for benefits, the cost is $137,800.

Sixty percent of an Administrative Assistant Position would be approximately $30,000 per annum. Adding in an additional thirty percent ($10,000) for benefits, the cost is $40,000.

There are additional costs relating to the NCSAC Consortium. These include (1) responsibility for funding study abroad programs on a rotating basis, estimated at 12 TU or $35,000, every three years (2) $1,000 per year to pay for an executive assistant to NCSAC. This is currently being done by a retired employee of College of San Mateo. (3) responsibility of hosting NCSAC administrative meetings, estimated at $500.00 per meeting.
There are also costs associated with the travel requirements of doing recruitment for International Ed: these would be done in the form of a travel allowance, not to exceed $10,000 per year to be used by the Director.

If additional faculty units (2 per year) are compensated to do additional students recruitment, there would be an added cost of $6,000 per year.

The projected salary and travel costs for this new administrative unit would be $229,300 per year.

REVENUES

The primary revenue source for this new position would come from new international students who must pay $5500 per year to attend College of Marin (two semesters @ 12 units per semester). If the program begins modestly by recruiting five new international students in 2010, revenues can be projected as follows:

2010 5 students x $5500 = $27,500
2011 25 students x $5500 = $137,500
2012 50 students x $5500 = $275,000

By subsuming the Intensive English Program into this administrative unit, there would also be the addition of those program revenues to be a part of the total budget.

In addition to the possibility that an International Ed Program could "break even" in a three year period, there are several additional cost savings by instituting this new position. For example, the College would save on the need to pay a Department Chair in Modern Languages, calculated at six units, or $18,000, per year. This is a current, alternate model at COM, being used by the Nursing and Physical Education Departments. Since the administration of various duties in Modern Languages currently being done by the Dean of Arts and Humanities would be transferred to the new position, greater efficiency (and an undetermined monetary savings) would be felt by many different areas as a result.

With the transfer of the Intensive English Program to this new administrative unit, revenues from that program would also be accounted for in the new program. This would add to total program revenues and justify the existence of the new unit. In addition, an undetermined efficiency and potential cost savings would come about because all international efforts could be managed together by the College.

Attachments: Description of attachment formats (file type, hard copy, etc.)
I. Current Offices

(For the Program/Department, Faculty and Staff)

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<thead>
<tr>
<th>Office</th>
<th>Use</th>
<th>Shared Office</th>
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II. Preferred Instructional Rooms

(Classrooms, Labs and Instructional Spaces)

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Facility has limitations:

With the designation of an administrator to supervise Study Abroad, there needs to be space for that person's office and for a 60% clerical staff person. Once again, these positions would be doing other functions as well, so a central campus location would be desirable for their offices.

III. Instructional Support Spaces

(Storage, Conference Room, etc.)

<table>
<thead>
<tr>
<th>Room</th>
<th>Purpose</th>
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IV. Justification for Projected Facility Requirements

Primary Goal: 

Secondary Goal: 

Other Goal: 

Application: Please indicate how the projected requirements will be applied.

Study Abroad students and international students need to have an easy way to access information on campus. It is suggested that a visible, central location on the COM campus would be desirable for the Administrator and clerical support staff of this program. This kind of location would lead to greater student success and retention.

Instruction: How will instruction be improved for Student Learning and Success?

Access: How will access be improved for Student Learning and Success?

Outcomes: What Student Learning or other outcomes are expected?

Assessment: How will the outcomes be measured for future planning?

Evidence: What data or evidence supports your projected requirements?

Attachments: 

- Current Blueprint
- Room Plans
- Room Chart(s)
I. Institutional Excellence. The Board believes that superior results originate in high aspirations. Therefore, the Board's basic and most important goal for the College is to excel in every activity it undertakes. By so doing, it will achieve a position of local, state and perhaps even national prominence.

**Objective 1:** This is the first Program Review ever done of the study abroad effort at COM. This Review will give the cost and enrollment statistics of Study Abroad I and II and III. This will be the beginning of objective planning for study abroad at College of Marin.

**Objective 2:** COM Administration has recently decided that it will not pursue a permanent membership in the NCSAC Consortium, for reasons stated previously. If it is able to run study abroad programs with other independent colleges, such as DVC, it will be more able to send its own faculty members and send a combination of credit and non-credit students, which is more representative of its own student body. With recent statewide budget cuts, it is not clear how many other community colleges will be able to offer such programs. College of Marin could achieve a new statewide prominence in being able to retain such a program, through its Basic Aid funding. A study abroad program at College of Marin is also an important link in a learning community that is now being developed to increase the enrollment of high school students at COM and to create an interdisciplinary effect among various academic departments. It is also a related program to an International Ed venture at COM and other international activities that are springing up here.

**Attachments:**

II. Academic Excellence. The College must offer its students rigorous, high-quality curricula including degree and certificate programs in lower division arts and sciences and in vocational and occupational fields; remedial instruction; English as a Second Language instruction; support services which help students succeed at the postsecondary level; adult noncredit education; and community services courses and programs, in keeping with state mandates. Academic excellence in all of the College's curricula and support services is at the core of the College's environment. The curricula must remain current and challenging.

**Objective 1a:** Study Abroad adds an immersion component to a modern languages discipline and, in doing so, allows for a different kind of student learning to take place. This reality-based-teaching of the language and culture of a country brings a new excellence, excitement and relevance to the curriculum. If College of Marin has a Study Abroad program of some kind, it sends a signal that the College sees the value of this kind of education - both as a service to students and as a recruitment device to gain new students.

Within the Learning Community that Study Abroad is a part of, the following objectives exist: (1) provide study abroad immersion opportunities for students (2) recruit more international students to study at College of Marin (3) link classes in Modern Languages with other classes on campus (4) create and follow the student cohort related to this linkage (5) market this package to Marin high school students, as a reason to transfer to College of Marin upon graduation

**Objective 1b:**

**Attachments:**

III. Faculty and Staff Excellence. For the College to excel, it must attract and maintain a faculty and staff of the highest quality, one that functions within an environment of professional development and renewal, and one that focuses on and values the teaching and learning process.

**Objective 1a:** Many COM faculty have voiced interest in teaching in study abroad immersion teaching opportunities. If COM operates study abroad with another partner college, it would be possible for faculty, other than modern language faculty, to teach in those locations. The faculty would be chosen by the Study Abroad Advisory Committee, according to local contract requirements. Many COM faculty members can have access to study abroad teaching opportunities, depending on the curriculum that has been chosen.
Objective 1b:

Attachments:

IV. Community Responsiveness. The College must offer broad curricula to meet the needs of students. It must select areas of special interest and need to the communities it serves.

Objective 1a: There is currently a dialogue taking place with Diablo Valley College to join in its study abroad efforts and possibly create a model of its International Ed Program. We will be analyzing the details of doing business with them and the possibility of forming an independent, non-profit organization to manage a new International Ed Program. This will need to be cleared by our Board of Trustees.

One of the COM faculty coordinators of this program attends meetings of the Marin Educational Network, which includes representation of Marin County high schools. In this way, the high schools are becoming informed of the direction of College of Marin.

Objective 1b:

Objective 1c:

Attachments:

V. Diversity. The community college is the primary opportunity for people of great diversity to come together for growth and development. The College has an absolute obligation to bring together people of different ages, races, and ethnic backgrounds, male and female, at different levels of development, in an atmosphere of equal opportunity and tolerance.

Objective 1a: Study Abroad, as a part of a community of interest, shares similar goals and objectives with other programs on campus. It targets the success and retention of students in modern languages classes and celebrates the presence of international issues at home and abroad. In the future, Study Abroad can attract more students to participate in the cohort of this learning community. We have conducted evaluations of the students who have gone on Study Abroad programs in order to perfect future programs. Study Abroad at COM is currently marketed on the COM web-site and, for this reason, has enlarged the marketing access of its programs. Study Abroad at COM has arranged for in-house scholarship opportunities for students, based on merit. This helps to promote better access to underrepresented groups who have, in the past, not been able to partake in such programs.

Objective 1b:

Objective 1c:

Attachments:

VI. Fiscal Responsibility. The Board and the Administration must operate the College in a fiscally sound way. Together, they must limit expenditures to those that relate directly to the College’s mission, goals and objectives; maintain a prudent level of reserves; and generate new sources of revenue to supplement state funding allocations.

Objective 1c:

Attachments:

VII. Develop and implement sound and coordinated planning processes. Develop and implement sound and coordinated planning processes, utilizing data gathered through Program Review, and other data sources, to support institutional, instructional, and student support service goals, and to promote achievement of student learning outcomes.
Objective 1a: This Program Review contains a plan for the future of Study Abroad at COM, which will include data driven planning. Costs and revenues have been projected for the coming three years, including not only for Study Abroad, but for other components of the learning community, such as the new program of International Ed. These projections will serve as benchmarks for the financial validity of this "business within a business." The overall plan will include new statistics relating to students, including actual numbers in attendance in the classes and cohort and their success and retention rates. It is hoped that when classes are linked in the overall Global Studies Learning Community, there will be frequent meetings between faculty members from a variety of departments. This will create an interdisciplinary effect and insure that no one feels isolated in this effort.

Objective 1b:

Objective 1c: The plan for Study Abroad being created in this Program Review will be available to all College personnel and committees. It will be expected to go through the College governance system in the first months of 2009, with the ultimate approval of the Institutional Planning Committee in time for the 2009-2010 budget buildup.

Attachments:

VIII. Create a physical environment that is inviting to students, generates pride in the community, adheres to green principles, and supports the College’s Mission, Goals and Initiatives.

Objective 1c:

Attachments:
Concluding Remarks

Study Abroad-2008

I. Program Excellence (Best Practices)
Briefly summarize examples of staff/faculty, institutional, and academic excellence.

Since its inception in 2006, Study Abroad transitioned from an in-house, custom model to a Consortium model. Based upon a recent assessment of doing business with the Consortium as an Associate Member, COM may now possibly affiliate with single colleges of the Consortium and avoid the bureaucracy of the total Consortium. One positive outcome of dealing with the Consortium in 2008 was that COM made connections with single colleges within the group, and learned about other methods of operation. Given the current financial problems in the State budget, however, it may be that the College of Marin could sustain the study abroad effort because of its Basic Aid status. Member colleges of the Consortium may have to temporarily halt their programs, because of the need to make overall cuts. In any case, the present may be a time of true opportunity for College of Marin to remain strong in its study abroad effort.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

However COM operates Study Abroad, some kind of operational plan will be required. To date, Study Abroad has been run by allocating faculty units, from EEIF grants. (The Consortium itself expressed concern about the lack of a long-term plan for Study Abroad here at COM; the lack of such a plan indicates that COM is not serious about the effort required and that COM cannot participate as an equal partner with other member colleges.) The proposal in the Staffing section of this report describes a plan for the operation of Study Abroad, which combines it with other, related activities at COM. The other related activities have fee income producing potential, thereby justifying the expenditures on Study Abroad. (Most member colleges of the Consortium strive to reach a "break even" arrangement with the study abroad effort, so these programs are not usually great income producers for any college.) The concentration of these related activities also makes sense from a thematic point of view; they would provide for a new identity at COM which could be valuable for student recruitment and for the encouragement of new transfer enrollments. This plan for Study Abroad would actually be less costly for the College in the long run, as opposed to the current practice of giving out a string of EEIF grants. It would consolidate the effort, add related activities, and bring about increased efficiency for this new learning community on campus.

III. Moving Forward Objectives (Planning)
Briefly summarize examples of data-driven and coordinated planning to improve student enrollment, learning and success.

The main planning objective in this Program Review is to create a new, Certificated Administrator position to supervise Study Abroad and other related programs on campus. In this new learning community, there will be a newly created International Education program, which will bring an increased number of international students to COM. In addition, this administrative unit will also house the current Intensive English program, as it also is a locus for international students on campus. The Director of this unit will also have additional duties that include the Department Chair function of the Modern Languages Department and other duties such as evaluation. This coordinated plan is designed to improve student enrollment and success in this interdisciplinary area. In addition, the College currently offers an A.A. Degree in International Studies. One of our future objectives might be to encourage our new and growing population of international students into such a transfer major and to highlight it as a feature of our learning community.

IV. Other Concluding Remarks
Briefly summarize any additional insight necessary to conclude this program review.

Given the projected demographics of Marin County in the next thirty years, the College of Marin would do well to create new facets of itself. These facets, including services for both credit students and older adults (non credit), would attract new enrollments and serve as new identity points for the College within the greater Bay Area.