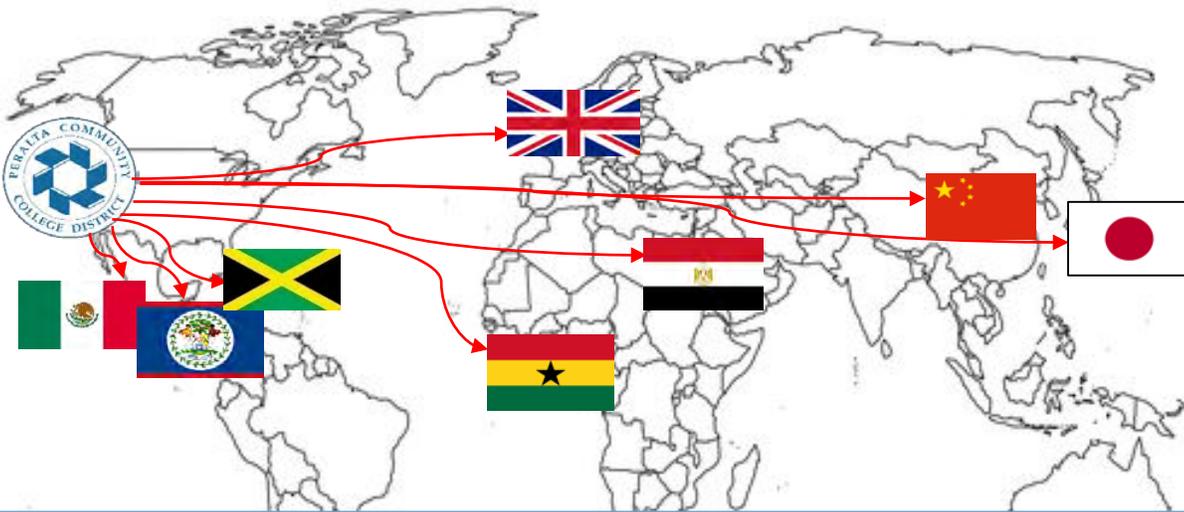


# PERALTA COMMUNITY COLLEGE DISTRICT STUDY ABROAD SUMMARY (2019)

*Submitted by: Drew Gephart, International Services Manager  
Office of International Education*

*4 Continents, 8 Countries, 110 Students, 78,000 miles traveled*



Dance/Communications in Ghana (Andrea Lee & Kwesi Wilson) – Laney College/College of Alameda– 19 students  
Critical Thinking in Belize (Egbert Higinio) - Merritt College – 17 students  
Arabic in Egypt (Gaye Walton-Price) - Berkeley City College – 16 students  
Business and Culture in China (Simon Chan & Linda Handy) - Merritt College/PCCD - 16 students  
Spanish/Nauatl in Mexico (Arturo Davila-Sanchez) - Laney College– 14 students  
Cosmetology in London (Petra Maria & Louis Goltz) - Laney College – 11 students  
Social Justice in Jamaica (Siri Brown & Charles Washington) - PCCD Office of Academic Affairs - 10 students  
Business in Japan (Simon Chan) - Merritt College – 7 students



Study Abroad Pre-Departure Orientation (May 10, 2019)

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## Executive Summary

In 2019, the Peralta Community College District (PCCD) offered **8 Study Abroad programs with 110 students participating**. Berkeley City College enrolled 16 students (Egypt), College of Alameda enrolled 19 students (Ghana), Laney College enrolled 44 students (Mexico-14, London-11 & Ghana-19), and Merritt College enrolled 40 students (Japan-7, Belize-17 & China-16).

Out of the 110 students who studied abroad, 27% were male and 73% were female. **27% of the students said they had never traveled abroad before and 81% indicated they were the first in their families to study abroad**. There were **37% first generation students** and **7% veterans** who participated in the study abroad programs as well. Ethnicities included 52% Black/Non-Hispanic, 18% Hispanic, 11% White/Non-Hispanic, 7% Asian or Pacific Islander, 3% Native American, 3% Multiracial, and 6% Unknown/Decline to State.

The average age (mean) of PCCD students who studied abroad was 30 years old at the time of travel, however, the most common age (mode) of students was 19 years old. In regards to their academic goals, 47% of students indicated that their PCCD academic goal was to “obtain an associate degree and transfer to a 4-year institution”, which was the highest. The second highest goal was “Educational Development” (11%) followed by “Transfer to a 4-year institution without an associate degree” and “undecided”, both at 9%.”

There was a **60% increase in the number of programs** offered from 5 in 2018 to 8 in 2019. This resulted in a **71% increase in the number of students going abroad** from 64 in 2018 to 110 in 2019. Since 2015 there has been a 39% increase in the number of students going abroad from 46 to 110. This increase will place the **Peralta Colleges at #14 in the U.S. for Associate Colleges** according to the most recent Institute of International Education Open Doors report. 12% of students indicated this was their first class taken at the Peralta Community College District. For those currently attending PCCD, 31% indicated their home campus as Laney College, 23% as Merritt College, 19% as Berkeley City College and 11% as college of Alameda.

To assist faculty in promoting these programs, the Office of International Education (OIE) produced **new highlight videos** with PeraltaTV, hosted **4 Study Abroad Fairs**, 26 information sessions, 4 scholarship workshops, and tabled and/or attended 9 other events. **\$2,838 total was raised** to support students participating in the 2019 study abroad programs, which included its **Inaugural Study Abroad Fundraising Event**, “A Night at Yoshi's Oakland featuring Jonah Melvon & Adesha”.

In regards to funding their program 62% of students indicated they would be paying using their own funds and 40% funded their program through sponsorship. Almost every student, **97%, indicated that the program was worth the financial cost to participate**. The most popular way students heard about their study abroad program was through a faculty or instructor (41%). **88% of students said that the program either met or exceeded their original expectations** for the study abroad experience and **93% are interested in participating in study abroad again**.

## Impact of Study Abroad

Study abroad programs support learning about other cultures and global issues, as well as provide opportunities for students of all types to enrich their academic training, perspectives, and personal development. Community colleges possess a significant opportunity to create a positive impact in the lives of students by adding to their cultural awareness and generating an exchange of worldviews. The expansion of study abroad programs plays a key role in this process. Due to the necessity for international exposure in the global economy, studying abroad will help students become better situated to be successful in their careers and lives.

Community colleges serve more students than any other institutional type in the United States, and internationalization is an inherent component of community colleges that advances student knowledge, facilitates student success, and serves the needs of local communities. As most community college students do not enroll in four-year institutions, their only opportunity for international experience is while they are in community college.<sup>1</sup>

The Institute for International Education (IIE) reports that fewer than 10% of American college students participate in international study programs, and less than 25% of those students are from underrepresented minority groups (IIE Generation Study Abroad, 2014). More than 60% of Peralta Community College District (PCCD) students qualify for Federal financial aid (PELL



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<sup>1</sup> Study Abroad Opportunities for Community College Students and Strategies for Global Learning, IGI Global, 2019

grants) and the idea of study abroad seems to be far out of reach for them. Educators understand that a study abroad experience can be a life-changing, transformative event offering students a new found sense of confidence or independence, the ability to learn a new language, and an increased ability to successfully work in diverse work environments.

95% of students that participated on a Peralta Study Abroad program in 2019 said they experienced at least “Some Change” in their **perception of how the world works** and in their **view of their home country**. 80% of students said they experienced at least “Some Change” in **becoming more sociable and adaptable in a new environment** and 75% said they experienced at least “Some Change” in **improving their sense of independence**.

| Experience Abroad  | “Some Change” | “Big Change” | Total who experienced at-least “Some Change” |
|--|---------------|--------------|--|
| Did their experience change their perception of how the world works? | 33%           | 62%          | 95%  |
| Did their experience change their view of their home country?        | 40%           | 55%          | 95%  |
| Did they become more sociable and adaptable in a new environment?    | 33%           | 47%          | 80%  |
| Did they improve their sense of independence?                        | 28%           | 47%          | 75%  |

According to NAFSA: Association of International Educators,<sup>2</sup> researchers who have measured the impact of study abroad and other international learning experiences have found that they have a positive impact on academic, educational, and professional outcome measures which includes

- Improving Completion, Retention, and Transfer Rates;
- Improving Grade Point Averages;
- Improving Language Learning;
- Fostering Intercultural Understanding, Providing a Global Context, and Building Enlightened Nationalism; and
- Increasing Employability and Career Skills

Far from the fears that studying abroad will delay a student’s graduation, multiple large-scale studies have found that students who study abroad, especially underrepresented or “at-risk” students, are more likely to complete their degrees or certificate programs than students who did not study abroad. Community college students were more likely to transfer to a 4-year institution than students who did not study abroad. First and second year retention rates for those students who study abroad are also considerably higher. Several studies have also shown

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<sup>2</sup> Independent Research Measuring the Impact of Study Abroad, NAFSA.org

that students who study abroad have a higher GPA than similar students who stayed on campus, even when controlling for external factors. This impact is even more pronounced for minority and at-risk students.<sup>34</sup>

## Student Quotes

### **What was the most important, valuable, or interesting thing you learned or experienced during study abroad?**

95% of students indicated they would recommend their program to students, family or friends.

*I learned how to slow down. Life moves very fast but this trip has taught me patience and the importance of appreciating the beauty around us. (China)*

*How to live with people of different culture and how to communicate with people that don't speak your language (China)*

*I learned that there is deep wisdom in the Garifuna village of Hopkins and that a lot of the most important lessons in life are not taught in a classroom but by hearing other people speak and seeing their homes and cultures. (Belize)*

### **How was it different from your coursework back home?**

81% of the students indicated that the program was either “Very Different” or “Somewhat Different” than their coursework back home.

*Hands on experience. Complete submersion into culture and language. Incredible classroom dynamics with wide range of personalities and perspectives. (Mexico)*

*We are learning through experience and interaction with people other than just from a book or lecture (Belize)*

### **How did your current perceptions of your country of destination change, if any?**

95% experienced at least “Some Change” in their perception of how the world works and in their view of their home country.

*I gained a better appreciation and understanding of the Chinese social structure and culture from the cities that were visited. From the US - China relations class I learned more about Chinese globalization and how it impacts the local Chinese economy as well as gained some idea of the other countries they conduct business with. (China)*

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<sup>3</sup> California Community College Student Outcomes Abroad Research (CCC SOAR) Project, [globaled.us](http://globaled.us)

<sup>4</sup> Georgia Learning Outcomes of Students Studying Abroad Research Initiative (GLOSSARI)

*Ghanaians are very friendly and welcoming. I learned a lot more about Ghanaian history than expected which was lovely. (Ghana)*

*Without any doubt, I have a deeper connection and admiration towards the country, Mexico. The cultural immersion was life changing. I can't wait to participate again! (Mexico)*

*It changed completely. This trip brought me back to life, I experienced a lot of beautiful people, the culture, the people and food. It's amazing how poor they are yet how sweet and humble everyone was. (Belize)*



The Mission of the Peralta Colleges is to provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. Peralta Colleges empower students to achieve their highest aspirations and develops leaders who create opportunities and transform lives. Together with its partners, Peralta Colleges provide diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals.<sup>5</sup>

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<sup>5</sup> PCCD Mission Statement, 2015

## PCCD Faculty/Staff Survey

There is a great need to further develop study abroad programs at PCCD, offering community college students the opportunity for cross-cultural, experiential education. In 2017, a survey was sent to all Peralta Colleges employees to gain a better understanding of the awareness of study abroad across the district, what countries should programs be offered in, how important they believe study abroad is to the institution, and if faculty were interested in developing a study abroad program of their own. The overall response was positive as faculty, staff and administrators shared how the offerings need to be expanded:

*"It continues to show current as well as prospective students that Peralta Colleges is committed to the highest standards of excellence in regards to their education and that we can compete with the offerings of local four-year institutions"*  
(Fashion Design Instructor, College of Alameda).

*"It is important because Peralta Colleges, especially Merritt, mission has a global perspective in its mandate to "care-of" for humanity. Its moral value speaks to Social Justice. And our ambassadors should be the youth leaders of tomorrow"*  
(English Instructor, Merritt College).

*"Study Abroad and travel in general allows students to grow and see the community from a more holistic perspective. Students will start to understand (if they already don't) that the world is huge and their place in it matters. Also, the viewpoint of people everywhere is not the same so it would help to understand that and to get to know their neighbors in the world as we are now in a global society, politically, socially, and economically"*  
(Project Manager, College of Alameda).

*"Global awareness and cross-cultural flexibility are traits desired by many employers and universities. Studying abroad can also be a way to build empathy among students for the experiences of others"*  
(Political Science Instructor, Berkeley City College).

PCCD is deeply committed to making study abroad a reality for more of our student body through the Office of International Education. After committing to the Institute of International Education's Generation Study Abroad initiative in 2014, the OIE created new study abroad programs, hosted fundraising events, organized annual study abroad fairs, was awarded a scholarship of \$7,500, created new promotional materials and an administrative procedure, launched a new website and newsletter, organized financial aid workshops and professional development day presentations for faculty and opened a study abroad scholarship through the Peralta Colleges Foundation.



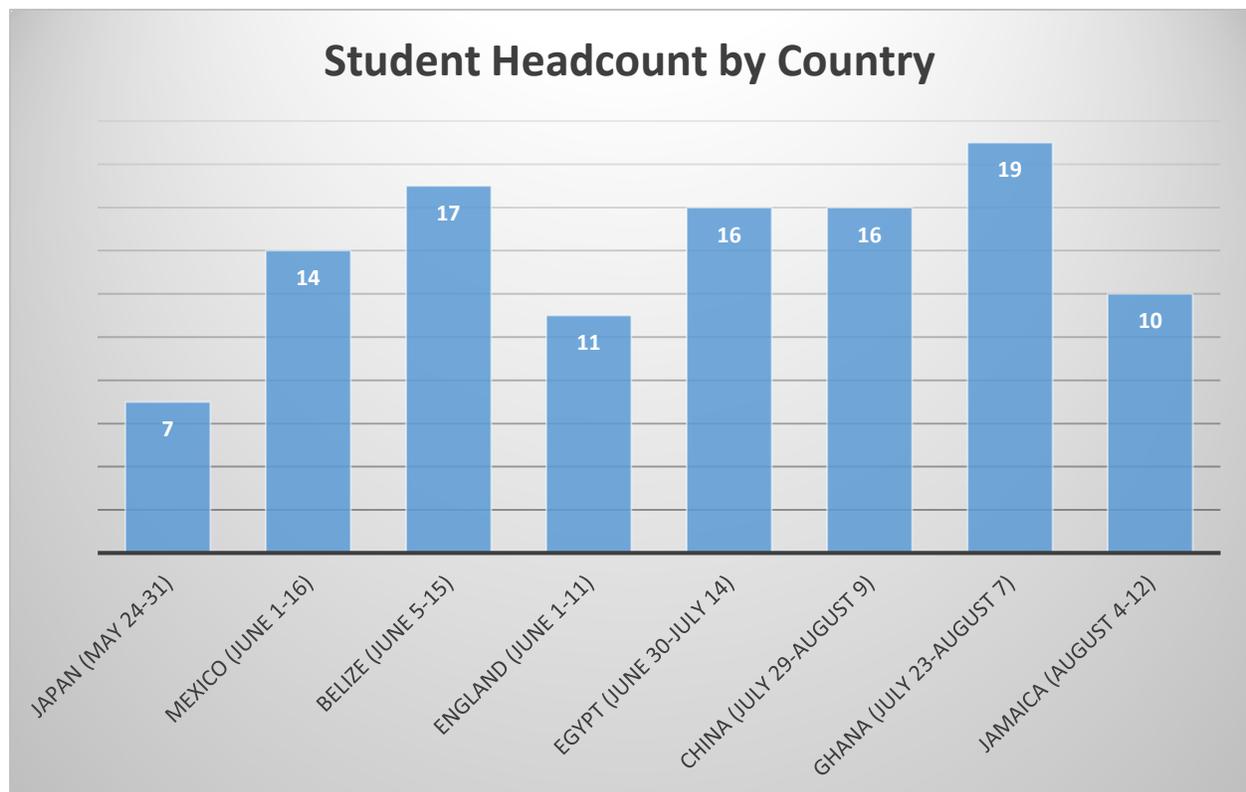
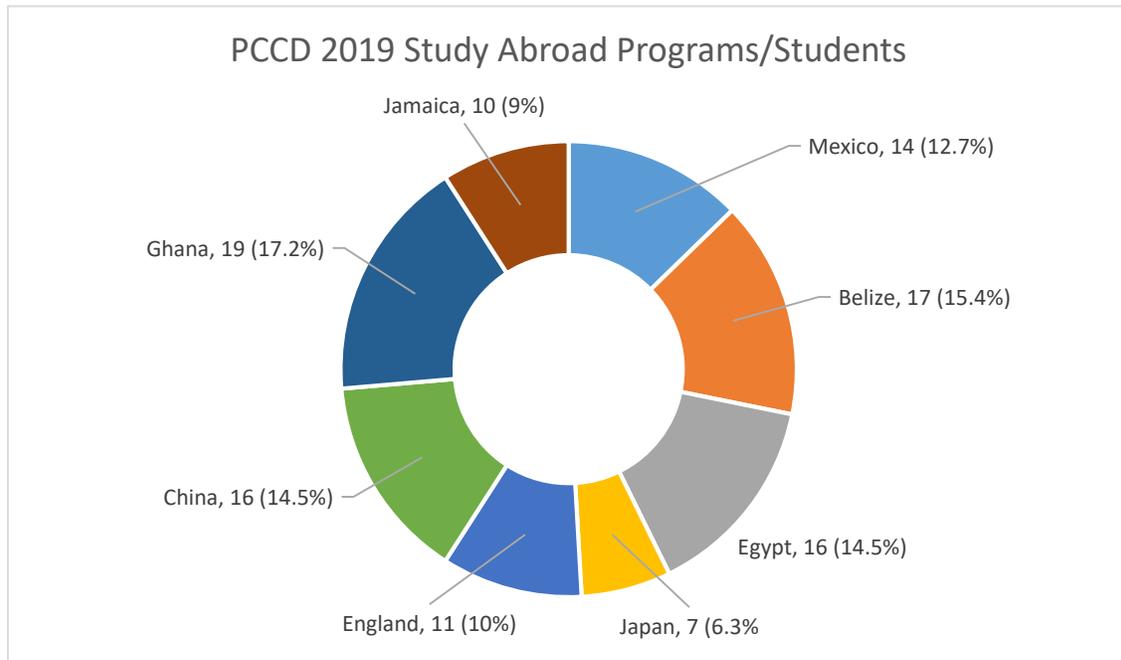
Business in Japan – Merritt College



Business/Culture in China – PCCD-CUSEF-Merritt College

## Overview of PCCD 2019 Study Abroad Programs

In 2019, the Peralta Community College District (PCCD) - Berkeley City College, College of Alameda, Laney College and Merritt College - offered 8 Study Abroad programs (7 for credit and 1 not for credit) with 110 students participating (Average of 13 students per program). 100 students studied abroad for credit through a PCCD program.



## New Programs

1. Spanish for Bilingual Speakers/Conversational Nahuatl in Mexico - Laney College (Spanish 22A/B, 5 units, and Spanish 33A/B, 3 units, Arturo Davila-Sanchez) – 14 students
2. Critical Thinking in Belize- Merritt College (English 5, 3 units, Egbert Higinio) – 17 students
3. Arabic in Egypt - Berkeley City College (Arabic 30A, 3 units, Gaye Walton-Price) – 16 students

## Continuing Programs

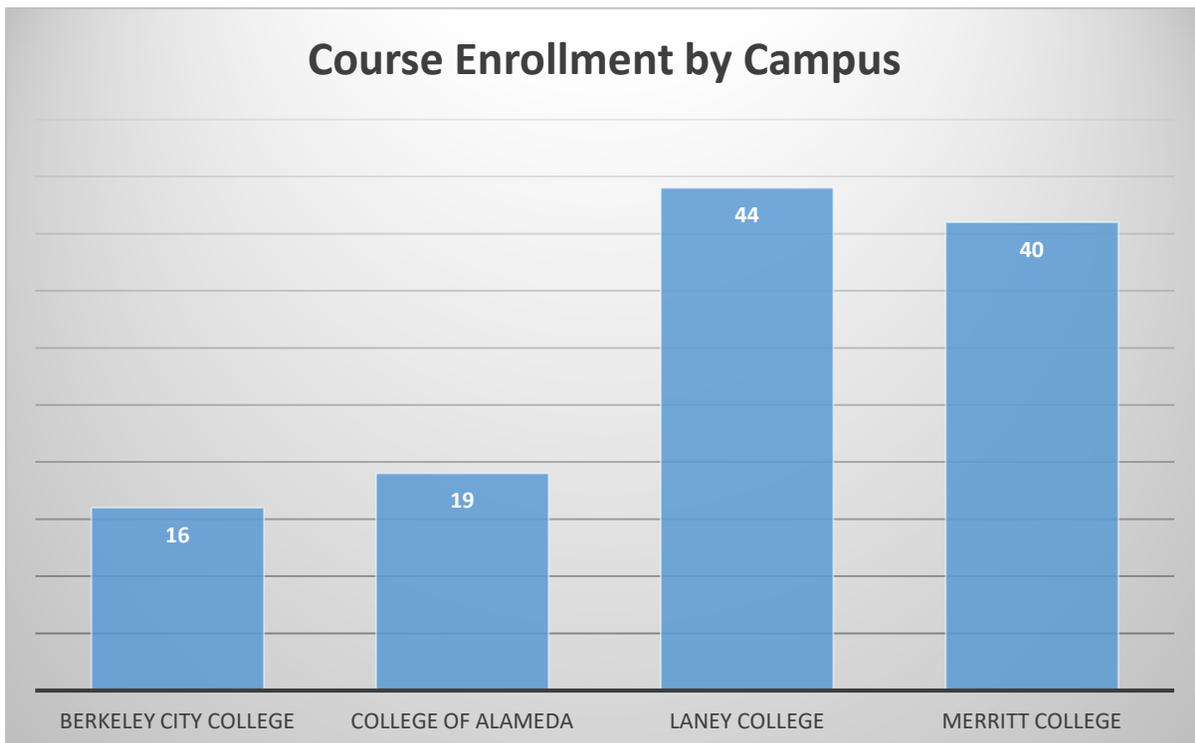
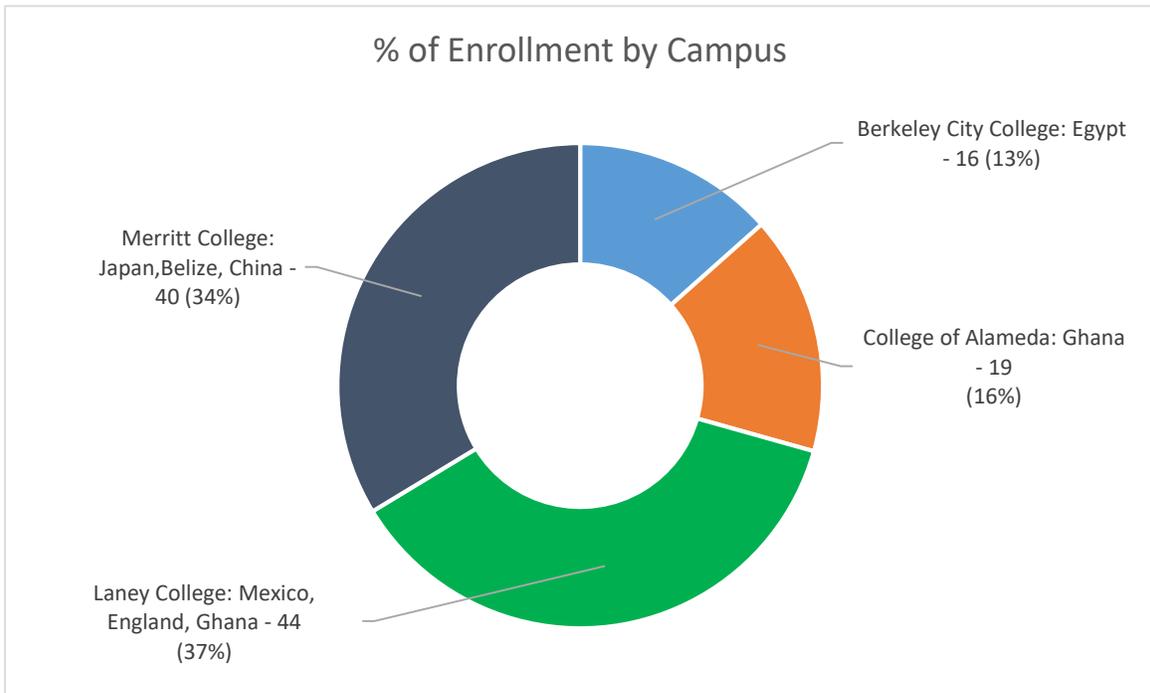
4. Business Principles of Retailing in Japan – Merritt College (Business 72, 3 units, Simon Chan) – 7 students
5. Cosmetology in London - Laney College (Cosmetology 299, 3 units, Petra Maria and Louis Goltz) – 11 students
6. Business Principles of Retailing Student Study Trip to China - Peralta Community College District and China-United States Exchange Foundation (Business 72, 3 units, Simon Chan and Linda Handy) – 16 students
7. Dance Study Abroad and Intercultural Communications in Ghana - Laney College and College of Alameda (Dance 7, 5 units, Andrea Lee and Communications 6, 3 units, Kwesi Wilson) – 19 students
8. Social Justice in Jamaica - PCCD Office of Academic Affairs (Not for Credit, Siri Brown and Charles Washington) – 10 students

6 other courses which were approved through though the study abroad proposal process were cancelled due to low enrollment or other reasons: Anthropology in Iceland (COA), Physical Geography in Costa Rica (COA), Chinese Language in China (Laney), Art History in Germany (COA), Anthropology in New Zealand (COA) and Business Principles of Retailing in Taiwan (Merritt).



## Program Headcount/Enrollment

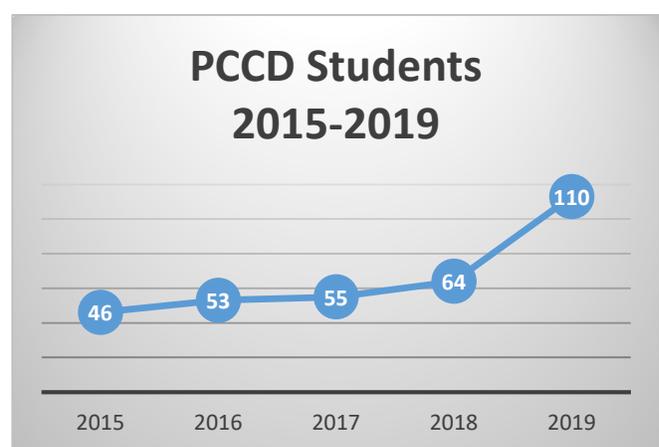
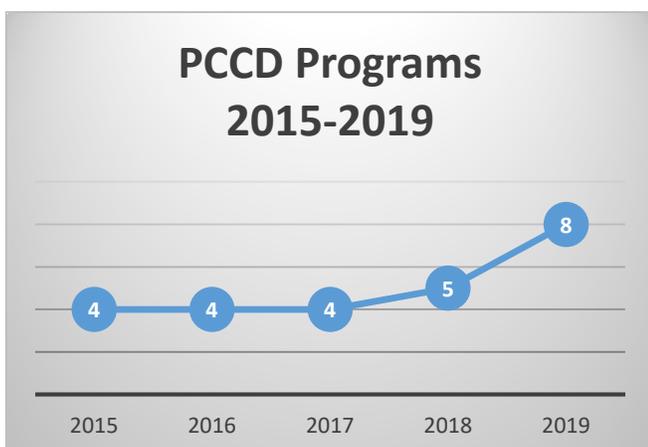
Berkeley City College enrolled 16 students (Egypt), College of Alameda enrolled 19 students (Ghana), Laney College enrolled 44 students (Mexico-14, London-11 & Ghana-19), and Merritt College enrolled 40 students (Japan-7, Belize-17 & China-16).



Programs offered by Peralta Colleges reflect diversity in location and in courses. Half of the programs offered by PCCD in Summer 2019 (Belize, Egypt, Ghana, Jamaica) were not listed as leading study abroad destinations for all U.S. Students. Only, United Kingdom, China, Japan and Mexico are in the top 12 leading study abroad destinations for U.S. Students.<sup>6</sup> Students are required to enroll in the course related to the program and are encouraged to apply for financial aid and scholarship opportunities.

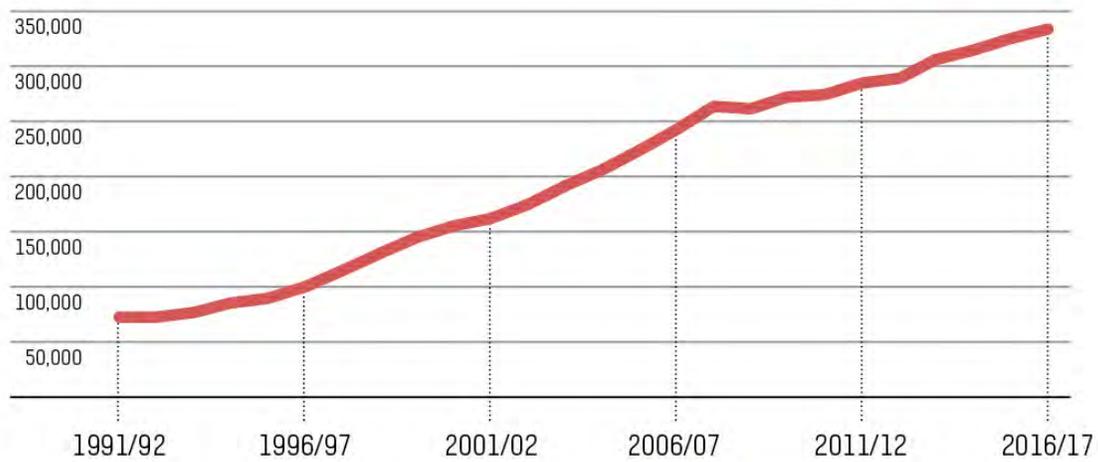
Since 2007, Peralta Colleges have created different programs in over 13 countries including Dance programs in Vietnam, Haiti, Cuba and Ghana; African American Studies programs in Belize, Jamaica, Brazil, Ghana, and Cuba; Business in Cuba and Japan; Social Justice in Jamaica; Intercultural Communications in Ghana; History in El Salvador; Cosmetology in England; Spanish in Mexico; Language and Culture in China; and Natural History in Iceland, Costa Rica and Switzerland. This summer, PCCD added 3 new programs including Arabic in Egypt with the Hedayet Institute of Arabic Studies; Critical Thinking in Belize; and a new Spanish Program in Mexico in collaboration with the Universidad de las Américas in Puebla. All programs are 1 to 3-week short term programs offered during the summer or spring/winter intersessions at the end of the fall and spring semesters. Each program is also affiliated with one of Peralta Colleges' four colleges but are open to any student at any of the colleges, as well as community members not currently enrolled.

In line with current trends across higher education, Peralta Colleges has steadily increased the number of faculty-led programs since the early 2000's. Each program has approximately 10-15 students participating. Each program is linked to an individual class, which is determined by the faculty leader working alongside with the Chair of their department and Division Dean to decide on minimum course enrollment needed. From 2015-2018, Peralta Colleges sent an average of 55 students to other countries each year on its faculty led study abroad programs. However, in 2019 there was a 60% increase in the number of programs offered from 5 in 2018 to 8 in 2019 which resulted in a 71% increase in the number of students going abroad from 64 in 2018 to 110 in 2019. Since 2015 there has been a 39% increase in the number of students going abroad from 46 to 110.



<sup>6</sup> Institute of International Education (IIE) Open Doors Report, 2018

## U.S. STUDY ABROAD STUDENTS 1991/92 – 2016/17



In 2016/17 there was **an increase of 2%** over the prior year in the number of U.S. students studying abroad.

Open Doors is conducted by the Institute of International Education with the support of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. Online at: [www.iie.org/opendoors](http://www.iie.org/opendoors)

opendoors®



Arabic in Egypt – Berkeley City College

## U.S. Study Abroad Rankings

The number of students who studied abroad for credit at PCCD in 2019 was 100. This increase will place the Peralta Colleges at #14 in the U.S. for students studying abroad according to the most recent Institute of International Education Open Doors report.

| <b>TOP 20 ASSOCIATE'S INSTITUTIONS AWARDING CREDIT FOR STUDY ABROAD, RANKED BY STUDENT TOTAL, 2016/17</b> |   |                |              |                                    |
|---|---|----------------|--------------|------------------------------------|
| <b>Rank</b>   | <b>Institution</b>                        | <b>City</b>    | <b>State</b> | <b>Total Study Abroad Students</b> |
| 1   | College of DuPage                         | Glen Ellyn     | IL           | 207                                |
| 2   | Pellissippi State Community College       | Knoxville      | TN           | 185                                |
| 3   | Glendale Community College                | Glendale       | CA           | 157                                |
| 4   | Citrus College                            | Glendora       | CA           | 153                                |
| 5   | Kirkwood Community College                | Cedar Rapids   | IA           | 151                                |
| 6   | St. Petersburg College                    | St. Petersburg | FL           | 149                                |
| 7   | Miami-Dade College                        | Miami          | FL           | 146                                |
| 8   | Lone Star College System                  | The Woodlands  | TX           | 141                                |
| 9   | Valencia College                          | Orlando        | FL           | 117                                |
| 10  | Orange Coast College                      | Costa Mesa     | CA           | 115                                |
| 11  | Pasadena City College                     | Pasadena       | CA           | 114                                |
| 12  | Cottey College                            | Nevada         | MO           | 111                                |
| 13  | San Mateo County Community College        | San Mateo      | CA           | 106                                |
| 14  | <b>Peralta Community College District</b> | <b>Oakland</b> | <b>CA</b>    | <b>100 (2019)</b>                  |
| 14  | Mesa Community College                    | Mesa           | AZ           | 100                                |
| 15  | Los Angeles Pierce College                | Woodland Hills | CA           | 93                                 |
| 16  | Saddleback College                        | Mission Viejo  | CA           | 88                                 |
| 17  | St. Louis Community College               | St. Louis      | MO           | 87                                 |
| 18  | Santa Barbara City College                | Santa Barbara  | CA           | 82                                 |
| 19  | Austin Community College                  | Austin         | TX           | 77                                 |
| 20  | Ohlone College                            | Fremont        | CA           | 76                                 |

## Student Demographics (Pre-Travel Information Form)

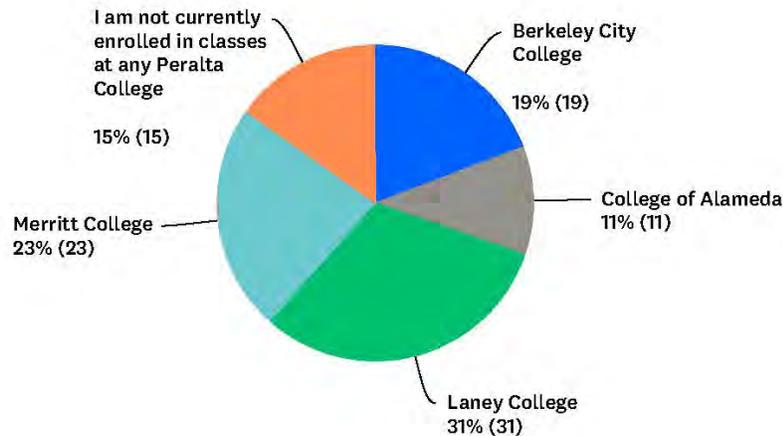
The Peralta Colleges students' mirror the Bay Area's ethnic, cultural and socioeconomic diversity. They include single parents, international students, full-time workers, re-entry students, career changers and high school students. Ethnicities for all PCCD students includes 23% Asian, 18% Black/African American, 29% Hispanic/Latino, 16% White Non-Hispanic, 5% Multiracial, and 1% Pacific Islander and American Indian. More than half of Peralta Colleges' students are between 19 and 24 years of age. 55% are female, 42% are male and 3% are unknown or declined to state.<sup>7</sup>

<sup>7</sup> District Student Demographic Dashboard, Fall 2019, <https://web.peralta.edu/indev/fact-books/>

Prior to 2018, very limited data was collected regarding specific student demographics participating in study abroad programs. Beginning in 2018, Peralta Colleges required all students participating in a faculty-led program to fill out a Pre-Travel Study Abroad Information Form which includes demographic data, travel history, educational goals, medical history and other information which will be used for future studies in understanding the types of students who are enrolling.

For the 8 programs offered in 2019, 99 out of 110 students completed the form through SurveyMonkey (90% response rate for all students). The data on student demographics is based on those 90 students' responses.

12% of students indicated this was their first class taken at the Peralta Community College District. For those currently attending PCCD, 31% indicated their home campus as Laney College, 23% as Merritt College, 19% as Berkeley City College and 11% as college of Alameda. 15% of students said they are not currently enrolled in classes at any Peralta College.



14 students indicated they were students enrolling from another college which included Morehouse School of Medicine (1), Diablo Valley College (2), Evergreen Valley College (3), UC Berkeley (2), San Francisco State University (3), CSU East Bay (1), CSU Channel Islands (1) and CSU Sacramento (1).

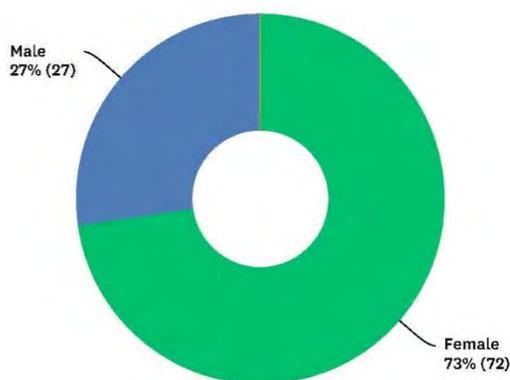
The top current majors of study for students were Sociology (10%) and Business (9%). Other top current majors were Cosmetology (6%) and Art, Arabic, Psychology and Communication (4% each).

27% of the students said they had never traveled abroad before and 81% indicated they were the first in their families to study abroad. There were 37% first generation students and 7% veterans who participated in the study abroad programs as well.

## Gender

Out of the 110 students who studied abroad, 27% were male and 73% were female. This is in line with the current figures of all students studying abroad across the U.S. as more women tend to study abroad than men. All programs had a higher percentage of **females to males (8:3 ratio)**, except for Dance/Intercultural Communications in **Ghana program which had 57% male and 43% female.**

| Gender | PCCD | All Institutions | Associate's Institutions |
|--------|------|------------------|--------------------------|
| Female | 73%  | 67%              | 71%                      |
| Male   | 27%  | 33%              | 29%                      |

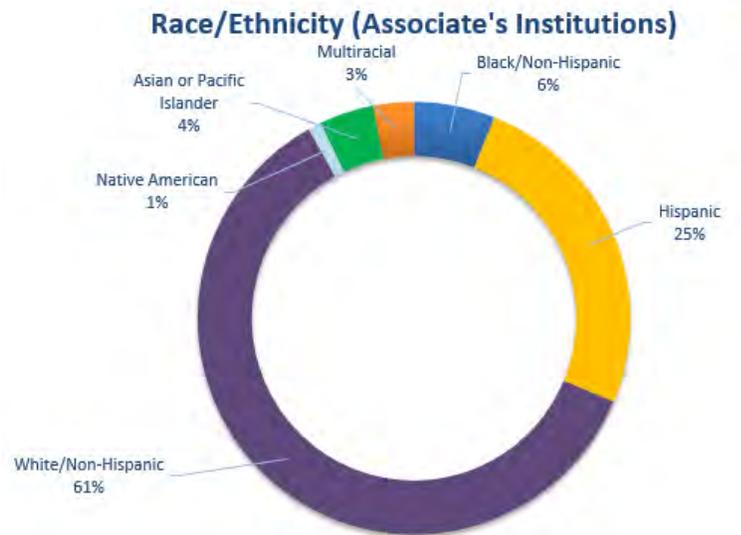
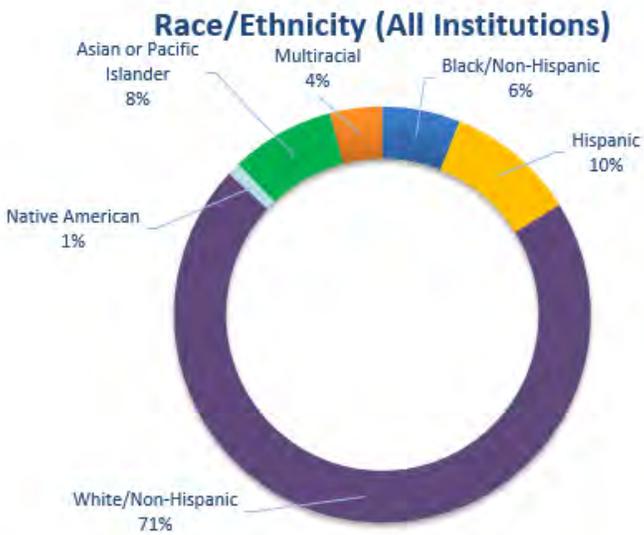
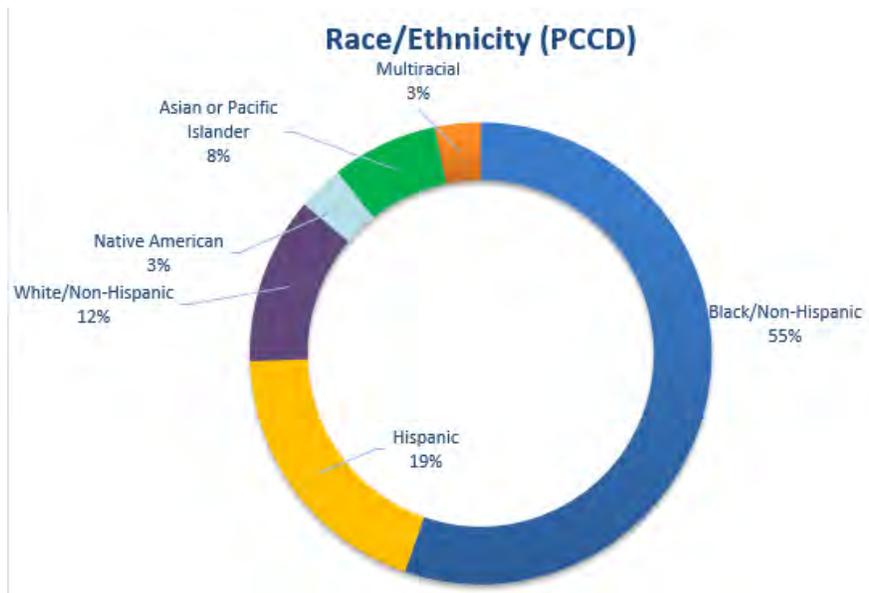


## Race/Ethnicity

A major difference from the demographics of students at PCCD who studied abroad compared to other associate colleges and all institutions across the U.S. was in regards to race/ethnicity. For PCCD, **55% of the students who studied abroad identified as Black/Non-Hispanic**, whereas **only 6% of students from all other institutions were Black/Non-Hispanic** that studied abroad. The second largest race/ethnicity for PCCD study abroad students was Hispanic (19%) followed by White/Non-Hispanic (12%) and Asian or Pacific Islander (8%). 6% were Unknown/Decline to State.<sup>8</sup>

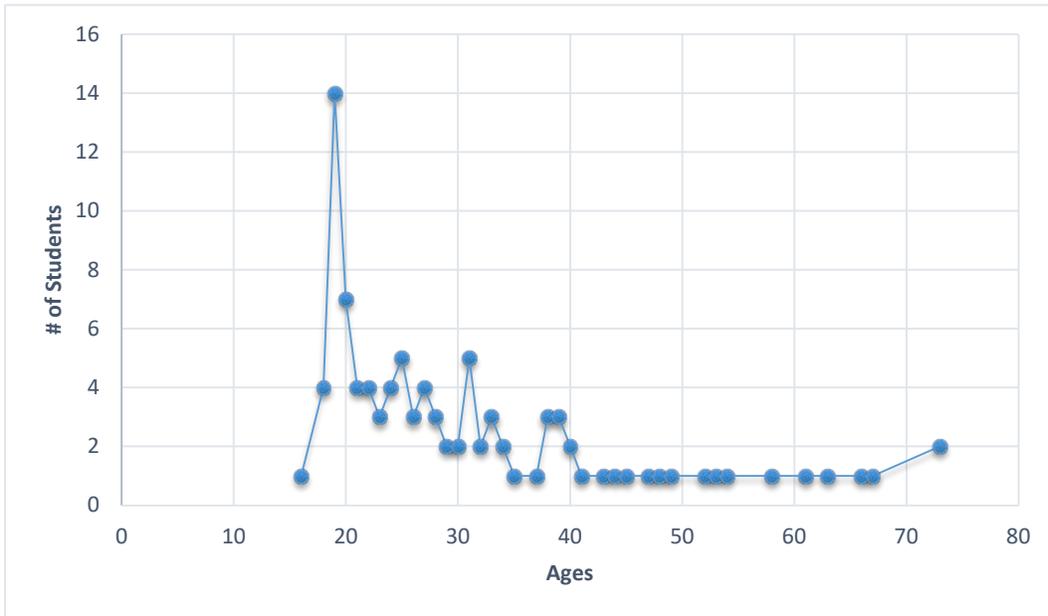
| Race/Ethnicity            | PCCD | All U.S. Institutions | All U.S. Associate's Institutions |
|---------------------------|------|-----------------------|-----------------------------------|
| Black/Non-Hispanic        | 52%  | 6%                    | 6%                                |
| Hispanic                  | 18%  | 10%                   | 25%                               |
| White/Non-Hispanic        | 11%  | 70%                   | 60%                               |
| Native American           | 3%   | 1%                    | 1%                                |
| Asian or Pacific Islander | 7%   | 8%                    | 4%                                |
| Multiracial               | 3%   | 4%                    | 3%                                |

<sup>8</sup> IIE Open Doors, Race/Ethnicity for U.S. Students Studying Abroad for Academic Credit, 2018

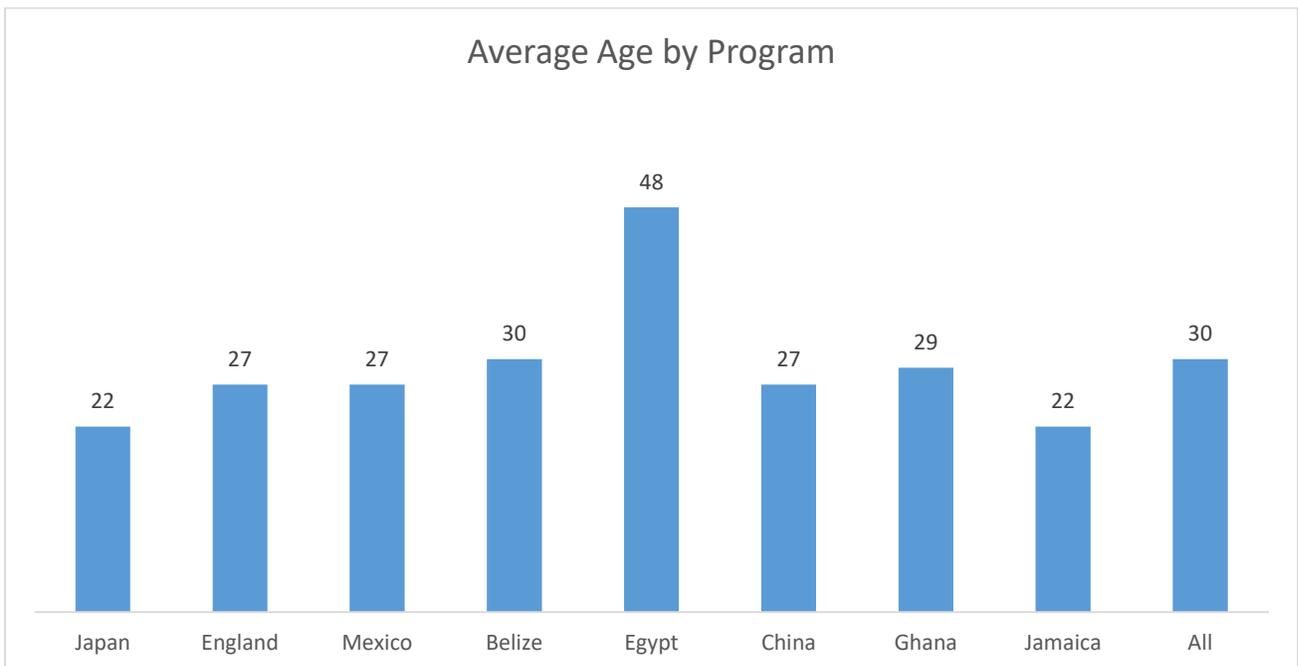


### Age at the Time of Travel

The average age (mean) of PCCD students who studied abroad was 30 years old at the time of travel, however, the most common age (mode) of students was 19 years old (14 out of 110 students). The program with the oldest mean age was Egypt at 48 years old. The programs with the youngest mean age was Japan and Jamaica (22 years old each).



**Age Demographics: Mean: 30; Range: 16-73; Mode: 19; Median: 27**



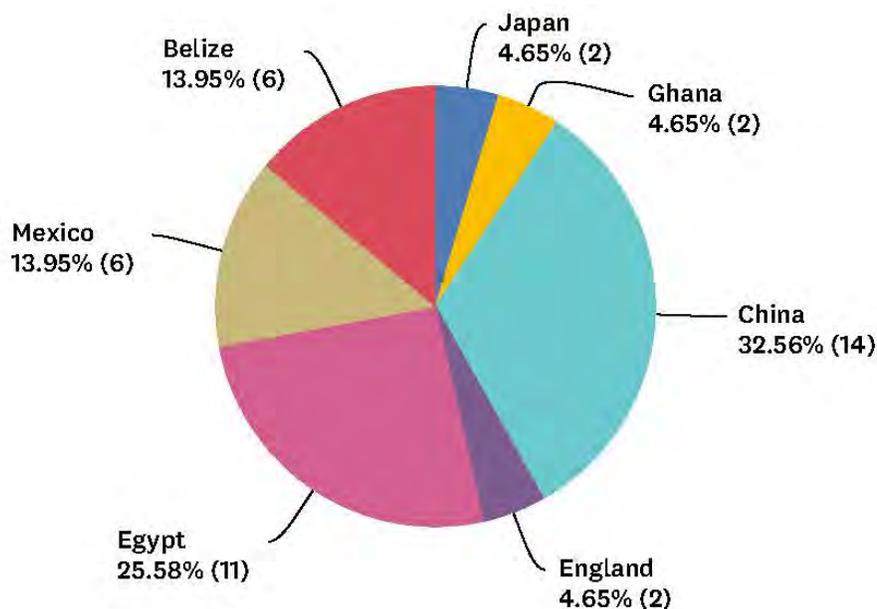
## PCCD Academic Goal

In regards to their academic goals, 47% of students indicated that their PCCD academic goal was to “obtain an associate degree and transfer to a 4-year institution”, which was the highest. The second highest goal was “Educational Development” (11%) followed by “Transfer to a 4-year institution without an associate degree” and “undecided”, both at 9%.”

| Answer Choices  | Responses |    |
|---|-----------|----|
| Obtain an associate degree and transfer to a 4-year institution           | 47.47%    | 47 |
| Educational development   | 11.11%    | 11 |
| Transfer to a 4-year institution without an associate degree              | 9.09%     | 9  |
| Undecided on goal   | 9.09%     | 9  |
| Advance in current job/career (update job skills)                         | 5.05%     | 5  |
| Maintain certificate or license   | 4.04%     | 4  |
| 4 year college student taking courses to meet 4 year college requirements | 4.04%     | 4  |
| Earn a career technical certificate without transfer                      | 3.03%     | 3  |
| Taking course for recreational purposes only                              | 3.03%     | 3  |
| Prepare for a new career (acquire job skills)                             | 2.02%     | 2  |
| Obtain a 2-year associate degree without transfer                         | 1.01%     | 1  |
| Improve basic skills  | 1.01%     | 1  |

## Program Evaluation (Post-Trip) Summary

Upon return, students were asked to complete a Study Abroad Evaluation (Post-Trip) through SurveyMonkey. 43 out of 110 students complete the survey (39% response rate). The highest response rate was from students attending the program to China (14 of 16, 87%), followed by Egypt (11 of 16, 68%). Below is a chart displaying the percentages of students who completed the evaluation based on the program they attended:



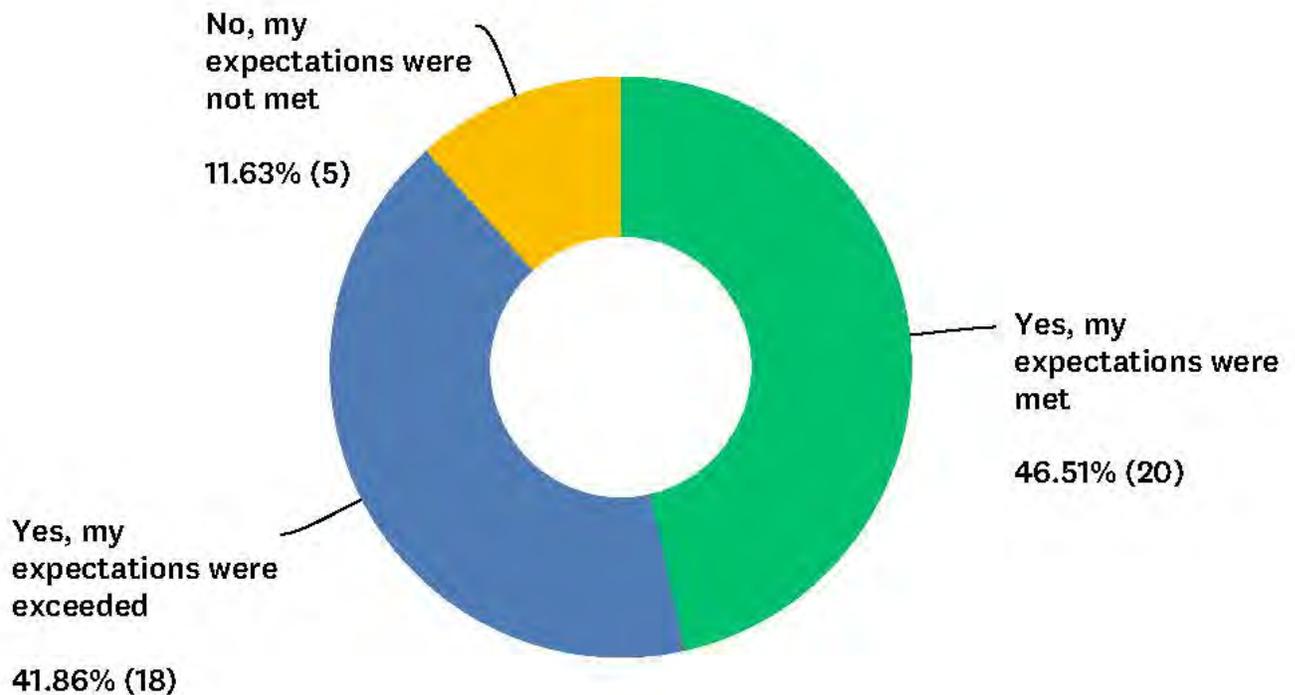
Out of the 43 students who responded, **88% said that the program met or exceeded their original expectations** for the study abroad experience. **37% of the students said that they experienced culture shock** upon arriving in their destination and **93% of the students said they are interested in participating in study abroad again.**

**Did this program meet your original expectations for this study abroad experience?**

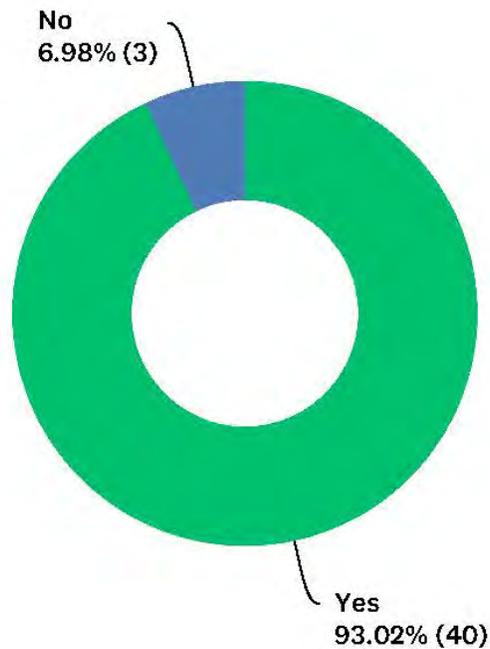
*I was so nervous for the trip in the beginning I had no expectations for what it was going to be like, the trip was amazing, great people, learning experiences and life experiences! (Belize)*

*It was a wonderful trip full of language, cultural experiences and adventures. (Egypt)*

*I was able to get a great amount of exposure to various businesses and lifestyle customs of the Japanese in Tokyo. (Japan)*



### Are you interested in participating in study abroad again?



*I would definitely participate in study abroad again! I feel that upon returning home, my values and interest have expanded to new levels. I am proud to know that I have gained so much in such a short period of time that has definitely changed my life forever. I can share photos, stories and new social behaviors with my network as a result of my course. I have gained knowledge on how to navigate a city outside of my own that has prepared me for the next season of growth for my development. (Japan)*

*Oh gosh yes!!! I wish I would of known about these kinds of programs when I was younger. I definitely would of participated in the past if I knew. I'm so glad and fortunate I was able to attend this study abroad in Belize! The professor was the best by far! (Belize)*

When asked to rate different aspects of their program abroad, the items which received the greatest responses of “Very Good” was “Airport pick up service” (79%) followed by “Trips (e.g. museums and historical locations) provided to learn about the history of the host country” (72%). The two items receiving the greatest responses of “Poor” were “Academic resources including internet access, library, study space” and “Program activities provided interaction with local students and the community” (both 13%).

When asked how often they were able to participate in specific activities, the items which received the greatest responses of “Often” were “Visit museums or other historical site” (88%) followed by “Interact with locals through shopping” and “Visit markets, cafes, or theatres (both

81%). The item which received the greatest response of “Rarely” or “Never” was “Interact with locals through volunteer/service project (50%).

When asked about cultural programming and excursions, **95% of students said that the tours and excursions were either “Very” or “Somewhat” relevant to the course.** 100% of students said that there was either a “Very” or “Somewhat” appropriate amount of time spent on tours and that the tours and excursions connected them to the local population.

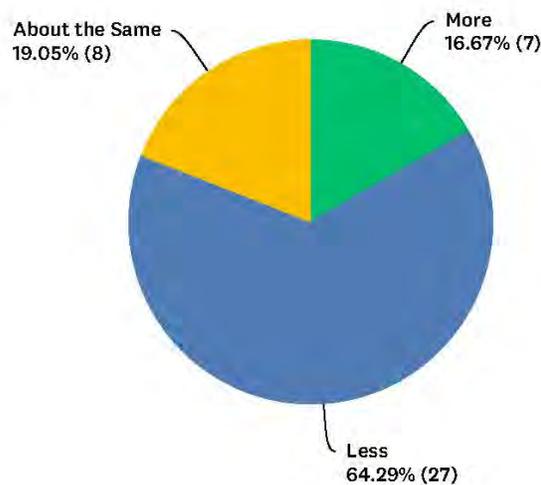
When asked to what degree were they encouraged by their program to think about or reflect upon their study abroad, 50% of students indicated there was “Extensive guidance: reflection was an integral part of the course and shown through such activities as mentoring, reflective writing and research, debrief sessions”, 28.5% indicated there was “Minimal guidance: reflection was discussed throughout the class, but was not part of required activities; a debriefing session may or may not have occurred”, 9.5% of students indicated there was “Initial guidance: reflection was discussed during the program orientation, but not addressed again during the program” and 9.5% said “None: no class requirement for reflection about this experience”.

Students were also asked how their learning experience abroad was different from experienced in a traditional U.S. classroom. The answer selected most by students was they were given more first-hand learning opportunities (66%), followed by interacting in greater depth with the topics at hand (64%). Only 4% of students said there was no difference.

A majority of students, **64%, believed they would have learned less if they took the same course back home.**

### Q22 Do you think you would have learned less or more if you took the course back home?

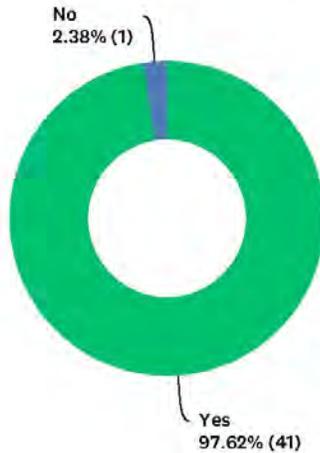
Answered: 42 Skipped: 1



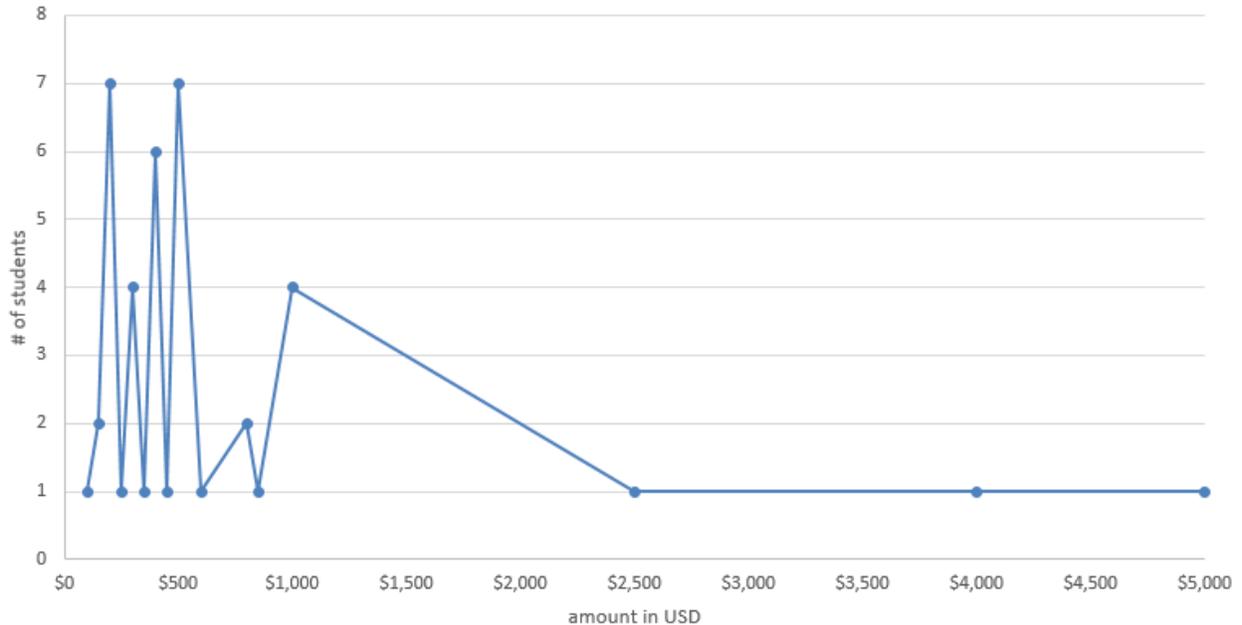
Almost every student, **97%**, indicated that the program was worth the financial cost to **participate**. On average, students spent an additional \$695 while in country on food, gifts or other items not included in the program price.

### Q24 Was the program worth the financial cost to participate

Answered: 42 Skipped: 1



### Approximately how much did students spend (in USD) while in the country (food, gifts, other)?

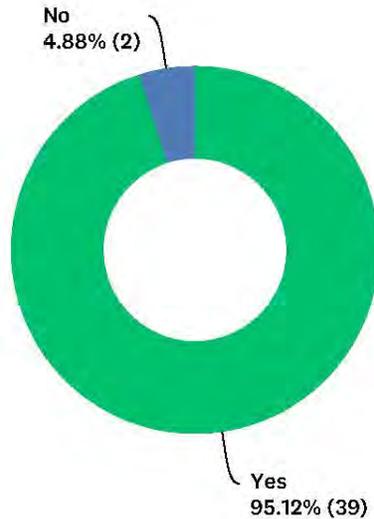


**Additional Spending Habits: Mean: \$695; Range: \$100-\$5,000; Mode: \$200 & \$500; Median: \$400**

95% of students indicated they would recommend their program to students, family or friends.

## Q26 Would you recommend this program to students, family or friends?

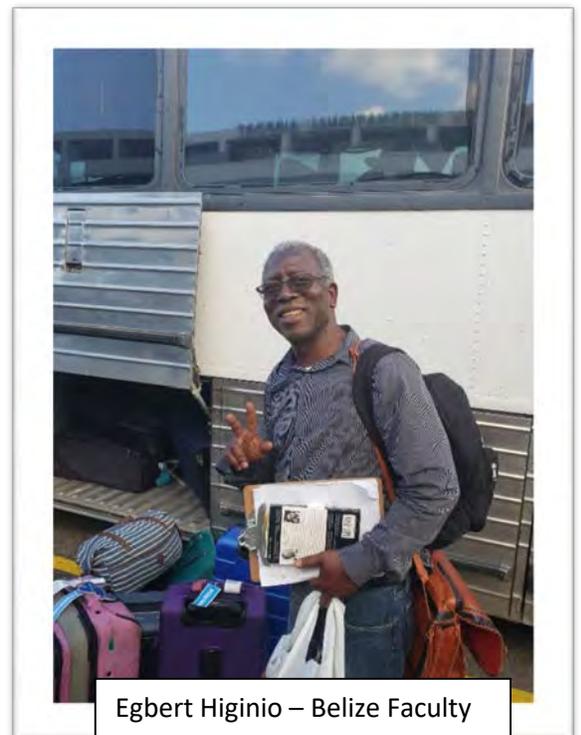
Answered: 41 Skipped: 2



### Faculty Proposals & Support

Faculty from any department may choose to propose a study abroad program in their discipline. Peralta Colleges offers study abroad courses which are transferrable and help fulfill the General Education transfer requirements to a 4-Year University. Additionally, Peralta Colleges has created career education study abroad programs in fields such as Cosmetology.

Each faculty who proposes a course decides on the location and which class they are most interested in teaching which also has curriculum related to their destination and activities. Faculty are given the option to select a course that is already approved to be offered on campus, or go through a curriculum review process in creating a new course. There have been a few faculty members who have developed their own classes specifically designed for study abroad. For example, the Cosmetology Department developed Cosmo Study Abroad, and the department of Dance at Laney College created Dance 7 - Dance Study Abroad, which is also a California State University transferrable course offering 3-5 units.



Courses to be offered on a study abroad program must be listed in the Peralta Colleges schedule of classes during the academic term for which the program is being offered. If there is not a course connected to the program, the educational components must be clearly outlined to justify the program (which was the case for this year's program to Jamaica).

When courses are selected, faculty members must consult with their department Chair and Division Dean to ensure contact hours are met for the number of units being offered. For example, if the instructor is offering a 3-unit course, but the study abroad portion is only 1-week, the faculty must require additional contact hours before or after the trip for students to earn complete credits for the course. All courses must comply with all Peralta Colleges' policies and regulations as if the course were being offered on campus.

While on the study abroad program, the faculty leader must include relevant cultural activities to significantly enhance the educational experience where the program is offered. They are also encouraged to provide lectures and group conversations related to the course. The faculty leader must adhere to established planning timelines which are set for course approval. Any full-time or part-time faculty employed by Peralta Colleges may propose a study abroad program, as long as they meet the suggested criteria as follows: subject matter expertise as required by the program of study; demonstrated ability to work in unfamiliar conditions and under often severe time constraints; adaptability, flexibility, and self-sufficiency; previous experience leading or participating in study abroad programs; level of familiarity with host country, including language and culture; and other criteria as deemed appropriate by their department Chair, division Dean or Vice President of Instruction. The decision on faculty leading programs will ultimately be determined by the Dean, in consultation with the department Chair, who oversees the division for which the faculty is a part of.

Instructors interested in proposing a study abroad course met with the International Services Manager or attended Flex Day Activities to discuss proposal components and country of destination, course offering, travel dates, and possible logistics. Proposal was discussed and recommended for approval by the Department Chair prior to sending to the Division Dean and Vice President of Instruction (VPI) for approval. Once the proposal form was approved by the Chair, Dean and VPI, the instructor worked together with the District's International Services Manager to finalize the program details, logistics and budget. Once the program details were finalized, the International Services Manager drafted an "Agreement for Short-Term Study Abroad Program" contract between PCCD and the Program Provider, which was reviewed District Legal Counsel and the Program Provider. Once approved by Legal Counsel, the Agreements were signed by Program Provider, College President, International Services Manager and the Chancellor.

For each program the following items were discussed with each faculty:

- **Program definition** - Name, description, type of program, course credit, length of program, academic term, location

- **Student enrollment and budget** - Targeted and minimum number of students, program cost, budget considerations, clear payment schedule and refund deadlines
- **Educational activities and arrangements** - rationale, what students will be learning as part of the program, logistics/itinerary, flight (group or individual booking), room and board (universities, hotels).
- **Preparation and evaluation** - crisis management plan, faculty handbook, evaluation plan, orientation details, fundraising.
- **Marketing and recruitment** – Hosting information sessions, Information for website, creating flyers, tabling on campus, email marketing campaigns, social media



Simon Chan – Japan/China Faculty

### Proposal Approval Dates

12 proposals were submitted and approved. However, only 8 programs were actually offered during 2019. The timeline below shows which proposals were submitted and their approval dates (final signature by their Vice President of Instruction).



-  Program Cancelled
-  Program Offered

| Program Name (Campus)  | Proposal Approval Date | Program/Class Dates   |
|--|------------------------|---|
| Critical Thinking in Belize (Merritt)  | October 8, 2018        | June 5-15, 2019 (Travel), June 17 – July 26, 2019 (hybrid)                  |
| <i>Business Principles of Retailing in Japan (Merritt)</i>                   | October 18, 2018       | May 24-31, 2019 (Travel), June 8 & 15, 2019 (2 Saturday sessions on campus) |
| Business Principles of Retailing in Taiwan (Merritt) – Changed to China      | October 18, 2018       | July 26--August 1, 2019 (Taiwan) moved to July 29-August 9, 2019 (China)    |
| Spanish for Bilingual Speakers/Conversational Nautl in Mexico (Laney)        | October 22, 2018       | May 31 – June 16, 2019 (Travel), June 17 – July 26, 2019 (hybrid)           |
| <i>Cosmetology in London (Laney)</i>   | November 14, 2018      | June 1-11, 2019   |
| Dance Study Abroad and Intercultural Communications in Ghana (Laney and CoA) | December 4, 2018       | June 17-July 20, 2019 (On campus), July 23-August 7, 2019 (Travel)          |
| Arabic in Egypt (BCC)  | December 19, 2018      | June 17-27, 2019 (On campus), June 30-July 14, 2019 (Travel)                |
| Social Justice in Jamaica (PCCD Office of Academic Affairs)                  | n/a                    | August 2-12, 2019   |
| <b>Cancelled Programs</b>  |                        |   |
| Anthropology in Iceland (CoA)  | July 6, 2018           | June 1-7, 2019 (Cancelled)  |
| Physical Geography in Costa Rica (COA)                                       | January 2, 2019        | June 1-15, 2019 (Cancelled)   |
| Chinese Language in China (Laney)  | February 14, 2019      | May 27-June 7, 2019 (Cancelled)   |
| Art History in Germany (COA)   | October 1, 2018        | July 5-21, 2019 (Cancelled)   |
| Anthropology in New Zealand (COA)  | July 6, 2018           | August 1-12, 2019 (Cancelled)   |

## Overview for Developing a Study Abroad Course

### Overview for Developing a Peralta Faculty-Led Study Abroad Program

<http://web.peralta.edu/international/study-abroad>

| <b>Proposal for Establishing a Study Abroad Course (8 months – 1 year prior)</b>   | <b>After Proposal is Approved (6-8 months prior)</b>   | <b>Recruitment/Marketing (up until deposit deadline)</b>  | <b>Prior to Departure (for all accepted students)</b>   |
|--|--|---|---|
| Meet with Department Chair and Division Dean to discuss ideas (location, possible course offering, tentative dates)  | Program details finalized including total costs, flights, lodging, payment deadlines, insurance, visas | Program added to Study Abroad website and Pre-Travel Study Abroad Information form  | Students complete pre-travel study abroad info form ( <a href="https://www.surveymonkey.com/r/peraltapretravel">https://www.surveymonkey.com/r/peraltapretravel</a> ) and register for course   |
| Faculty creates Study Abroad proposal and signs Conflict of Interest Disclosure and submits to Chair, Dean and VPI with tentative itinerary, course description, bio of instructor and syllabus  | OIE drafts program agreement to be sent to College President and Program provider for review           | Host information session and table on campus to promote and highlight the values  | Host Pre-Departure orientations (cover program/safety concerns)<br>-Travel Warnings ( <a href="http://travel.state.gov">travel.state.gov</a> )<br><br>-Assumption of Risk/Waiver forms<br><br>-Travel insurance   |
| Department Chair Recommends approval (Yes or No)   | Once College President reviews the agreement, it is sent to legal counsel to route for signatures      | Create flyer to post around campus, pass out to students, send via email, post on Facebook, College website and newsletters | Obtain proper immunizations as listed on the Centers for Disease Control and Prevention website – <a href="https://www.cdc.gov/">https://www.cdc.gov/</a>   |
| Signatures by Division Dean and Vice President of Instruction  | Course is set up in Peoplesoft for students to sign up for the class (Division Dean)                   | Develop and maintain a robust SEO and Social Media (Facebook/LinkedIn) strategy   | Register with the US Department of State's Smart Traveler Enrollment Program (STEP) – <a href="https://step.state.gov/step/">https://step.state.gov/step/</a>   |
| Approved proposal sent to Office of International Education (OIE)<br>Spring/ Summer deadline <ul style="list-style-type: none"> <li>September 1<sup>st</sup></li> </ul> Fall/Winter deadline <ul style="list-style-type: none"> <li>February 1<sup>st</sup></li> </ul> | Faculty provided with Incident reporting forms and other important information to share with students  | Conduct outreach to local media and identify a list of local community stakeholders/partners                                | Read the Pre-departure Handbook ( <a href="http://web.peralta.edu/international/wp-content/uploads/2017/11/4-Student-Handbook-Pre-Departure.pdf">http://web.peralta.edu/international/wp-content/uploads/2017/11/4-Student-Handbook-Pre-Departure.pdf</a> ) |

For more information, contact Drew Gephart, International Services Manager at [dgephart@peralta.edu](mailto:dgephart@peralta.edu)

## Student Preparation

The faculty leader must provide mandatory pre-departure orientation sessions. These sessions are handled in conjunction with the Office of International Education to cover academic and cultural information, safety precautions, student code of conduct, and medical insurance information, so that students are well-informed and fully prepared to participate in the program.

Prior to travel each student was required to fill out a Pre-travel information form, enroll in Department of State STEP program, purchase travel insurance, sign waiver/assumption of risk/student code of conduct forms, apply for a passport (and visa if necessary), check CDC information, attend mandatory orientation meetings, and register for the course associated with the program. Students were provided with a pre-departure handbook and workshops were held to share information on applying for scholarships and financial aid.

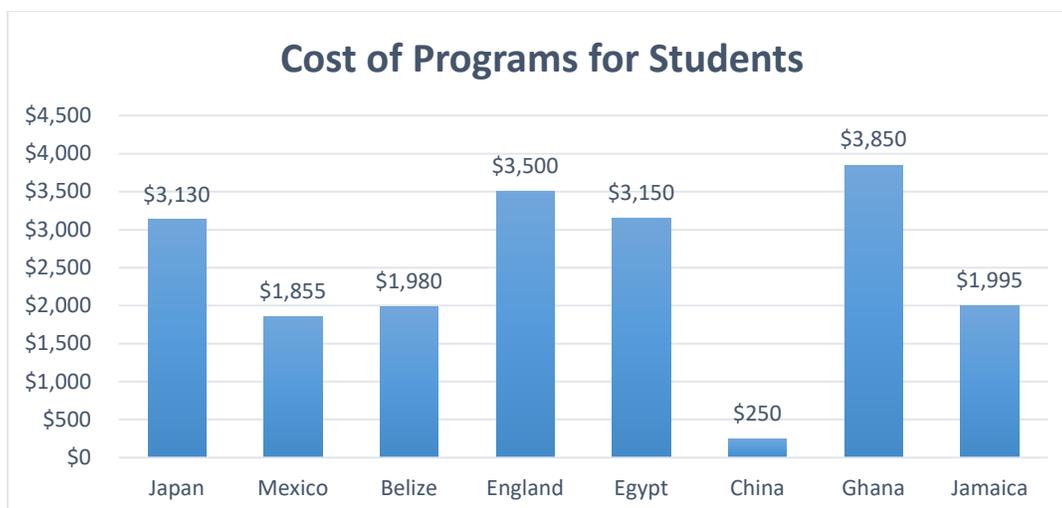
## Travel Insurance

Each program had a specific travel insurance set up through iNEXT for the country and dates of the coverage. Each program had a unique link for students to use to sign up which was used to track enrollment. Having all students sign up for the same travel insurance allowed for a more streamlined process and easier way to access help through one contact for all students. A new billing agreement with iNEXT was signed lowering the cost for basic coverage and natural disaster/political evacuation coverage. Students had the option through iNEXT to upgrade their coverage for pre-existing conditions or sign up for trip cancellation.

## Budget and Finances

The OIE worked with faculty to establish the budgets (at-cost), determined payment schedules, refund deadlines, and collected payments from students for programs. This new initiative has involved the following items:

- a. Selecting the travel agent and depositing funds to book flights, hotels and wire funds overseas;
- b. Arranging lodging, transportation, excursions, and academic activities/lectures with universities and travel company/service providers;
- c. Tracking all expenses and payments made as well as outstanding balances due;
- d. Adjusting the budgets as needed based on number of students; and
- e. Sending receipts to students and updating on program details and payment deadlines



\*Does not include additional fees paid for course enrollment (units), passport, visa or single room options. China expenses were sponsored by PCCD Office of Academic Affairs and China United States Exchange Foundation (CUSEF).

For Iceland and New Zealand courses which were cancelled, the general consensus was that there was not enough time for students to align their finances in the short lead-up time before the registration deadline. Financial aid, scholarships and grant notifications will not be awarded until mid-March at the earliest, so students were uneasy about making the financial commitment in mid-February without those funds allocations.

### Student Financing

In regards to funding their **program 62% of students indicated they would be paying using their own funds and 40% funded their program through sponsorship**. On average, students selected 1.8 funding sources as their way of paying for the program. 23% of students said they were planning to use financial aid and 16% said they would be fundraising. For the China-United States Exchange Foundation program, all students were sponsored for the majority of the costs and only had to pay \$250 out of pocket. The average student selected 1.8 funding sources and all 16 China students were sponsored.

| Answer Choices                            | Responses |    |
|---|-----------|----|
| Own funds                                 | 62.24%    | 61 |
| Sponsor (Family member/friends/community) | 40.82%    | 40 |
| Financial Aid                             | 23.47%    | 23 |
| Fundraising                               | 16.33%    | 16 |
| Unknown                                   | 14.29%    | 14 |
| Credit Cards                              | 11.22%    | 11 |
| Tax Returns                               | 9.18%     | 9  |
| Student Loans                             | 6.12%     | 6  |

## Fundraising

Overall, **\$2,838 total** was raised to support students participating in the 2019 study abroad programs.

The OIE and Peralta Colleges Foundation hosted its Inaugural Study Abroad Fundraising Event, "A Night at Yoshi's Oakland featuring Jonah Melvon & Adesha". The event was held at the renowned jazz supper club Yoshi's Oakland on Thursday, April 4, 2019 from 7:30pm – 10pm featuring entertainment by local sensations Jonah Melvon featuring Adesha. Jonah and Adesha are more than Oakland natives who share a passion for the arts, they also happen to be siblings. This year they decided to bring the household back together again, as they tour on Jonah's latest record "RainWater Project", with teasers from his first record "This is the Year". This soulful, lyrical, warm hearted dual, is proud to be bringing their home away from home experience, to listeners worldwide.

- TOTAL RAISED: **\$2,038**
- \$813 Ticket Sales from Yoshi's
- \$400 donations online/other
- \$500 - **Community Level Sponsorship (Matson Logistics)**
- **\$325 donations**





Additional fundraising efforts includes:

- Study Abroad Fair - \$50 donated from AIFS
- Oakland A's Baseball Game (September 22, 2018) –\$330
- Golden State Warriors Basketball Game (November 10, 2018) - \$200
- Golden State Warriors Basketball Game (March 21, 2019) – \$220

## Marketing and Recruitment

The OIE hosted **4 Study Abroad Fairs**, **26 Information Sessions**, **4 scholarship workshops**, and tabled and/or attended **9 other events to promote the 2019 study abroad programs**. In addition to these, we attended the Lake Merritt Breakfast Club meeting in Oakland, and two Alameda Rotary meetings to promote the study abroad programs.

From July 1, 2018 through March 12, 2019 there were 619 new subscribers added to the Study Abroad Newsletter listserv, which resulted in 243 responses to our online Pre-Travel Study Abroad Information Form and 80 students registering for the study abroad programs. Also, the Study Abroad Facebook page increased from 41 to 432 Likes.

### How Students Heard About Their Program

The most popular way students heard about their study abroad program was through a **faculty or instructor (41%)**, followed by word of mouth (23%) and email (21%). On average, students indicated that they heard about the program in more than one way. The average student selected 1.3 ways they heard about the program. Other responses include: African American Male Leadership Program, The First Lady of our mosque, Facebook group, Friend, Mother, and Drew Gephart.

| Answer Choices                         | Responses |    |
|--|-----------|----|
| Faculty/Instructor                     | 40.40%    | 40 |
| Word of Mouth                          | 23.23%    | 23 |
| Email                                  | 21.21%    | 21 |
| Other (please specify)                 | 13.13%    | 13 |
| Peralta Website                        | 12.12%    | 12 |
| Study Abroad Fair                      | 9.09%     | 9  |
| Flyer                                  | 6.06%     | 6  |
| Internet search (Google, Bing, etc...) | 4.04%     | 4  |
| Office International Education         | 4.04%     | 4  |

### Why Students Chose Their Program

The most common reasons why students were interested in the study abroad programs were to learn (34%) and because of culture (30%). Below is a word cloud showing the most common words students used when describing why they were interested in the study abroad programs.



## Website

A new Study Abroad homepage was created to allow a more user friendly layout to select courses using buttons with each course location, class and dates. A drop down link to the online application for study abroad programs was added as well. The website also contains 2 brand new pages: Support Study Abroad and Faces of Study Abroad. The support study abroad page includes information on why study abroad is important, how it has impacted our students, study abroad student data and ways for people to support (including information on the Inaugural Fundraising event).

2019 is also the first year that each program has had its own dedicated webpage which included the following details:

- Online applications for registration,
- Informational meeting dates,
- Financial aid,
- Scholarships specific to the program,
- Fundraising,
- Payment/refund details,
- Course offering,
- Number of units,
- Transferable options and course description,
- Travel dates and additional dates required if necessary,
- Costs and what's included,
- Full itinerary and highlights of the program, and
- Bio of instructor

A **“Study Abroad Classes” course attribute** was also added to PeopleSoft to allow for easier searching of courses in the online class schedule (See below):

The screenshot displays the 'Search for Classes' interface in PeopleSoft. At the top, it says 'Search for Classes' and 'Enter Search Criteria'. Below this, there are several search filters:

- Campuses:** Radio buttons for Alameda, Laney, Merritt, Berkeley, and All (selected).
- Select Term:** A dropdown menu showing '2019 Summer'.
- Select at least 2 search criteria. Select Search to view your search results.**
- Class Search:** A section with a dropdown arrow. It includes:
  - Subject:** A dropdown menu.
  - Course Number:** A dropdown menu with 'is exactly' selected and an adjacent input field.
  - Course Type:** Radio buttons for All, Fee-Based, Noncredit, and Undergraduate (selected).
  - Open Classes:** Checkboxes for 'Show Open Classes Only' and 'Open Entry/Exit Classes Only'.
  - Session:** A dropdown menu.
  - Mode of Instruction:** A dropdown menu.
  - Course Attribute:** A dropdown menu.
  - Course Attribute Value:** A dropdown menu with 'Linked Class with Support' and 'Study Abroad Classes' (highlighted) as options.
  - Additional Search Criteria:** A dropdown menu with 'Textbook Cost Options' as an option.
- Buttons:** 'CLEAR' and 'SEARCH' buttons at the bottom right.

## Study Abroad Fairs

| Event                 | Location | Date               | # of people/student sign ups |
|-----------------------|----------|--------------------|------------------------------|
| Study Abroad Fair     | BCC      | September 27, 2018 | 10 vendors/over 100 students |
| Study Abroad Fair     | COA      | November 13, 2018  | 6 vendors/over 50 students   |
| Study Abroad Fair     | LANEY    | November 14, 2018  | 3 vendors/over 50 students   |
| Study Abroad Showcase | COA      | March 21, 2019     | TBD                          |
| Study Abroad Fair     | BCC      | March 26, 2019     | TBD                          |

## Information Sessions

| Info Sessions                                  | Location               | Date              | # of student sign ups |
|--|------------------------|-------------------|-----------------------|
| Faculty-Led Study Abroad Informational Meeting | DISTRICT               | August 31, 2018   | 8 Faculty             |
| Mexico Information Session                     | LANEY                  | November 15, 2018 | 5 students            |
| Belize Information Session                     | MERRITT                | November 19, 2018 | 22 students           |
| Iceland/New Zealand Information Session        | COA                    | November 27, 2018 | 22 students           |
| Germany Information Session                    | COA                    | December 4, 2018  | 17 students           |
| Egypt Information Session                      | BCC                    | December 5, 2018  | 13 students           |
| Japan/Taiwan Information Session               | DISTRICT               | December 6, 2018  | 13 students           |
| Ghana Information Session                      | LANEY                  | December 8, 2018  | 6 students            |
| Iceland Information Session                    | COA                    | December 10, 2018 | 4 students            |
| Belize Information Session                     | MERRITT                | December 10, 2018 | 15 students           |
| Mexico Information Session                     | LANEY                  | December 12, 2018 | 19 students           |
| Germany Information Session                    | UC Berkeley Art Museum | January 3, 2019   | 3 students            |
| Egypt Information Session                      | BCC                    | January 23, 2019  | 11 students           |
| Mexico Information Session                     | LANEY                  | January 23, 2019  | 12 students           |
| Ghana Information Session                      | LANEY                  | January 26, 2019  | 24 students           |

|   |                      |                   |             |
|---|----------------------|-------------------|-------------|
| Costa Rica Information Session          | COA                  | January 29, 2019  | 5 students  |
| Iceland/New Zealand Information Session | COA                  | January 29, 2019  | 1 student   |
| China Information Session               | LANEY                | January 31, 2019  | 5 students  |
| Germany Information Session             | Oakland Museum of CA | February 1, 2019  | 17 students |
| Japan Information Session               | DISTRICT             | February 14, 2019 | 4 students  |
| Mexico Information Session              | LANEY                | February 14, 2019 | 2 students  |
| Egypt Information Session               | BCC                  | February 21, 2019 | 4 students  |
| China Information Session               | LANEY                | February 22, 2019 | 5 students  |
| Belize Information Session              | MERRITT              | March 4, 2019     | 8 students  |
| Germany Information Session             | COA                  | March 15, 2019    | TBD         |
| Costa Rica Information Session          | COA                  | March 19, 2019    | TBD         |

### Scholarship Workshops/Other Events

| Event  | Location            | Date              | # of people/student sign ups |
|--|---------------------|-------------------|------------------------------|
| Peralta Foundation Scholarship Workshop                  | LANEY               | February 4, 2019  | 15 students                  |
| Peralta Foundation Scholarship Workshop                  | COA                 | February 5, 2019  | 7 students                   |
| Peralta Foundation Scholarship Workshop                  | BCC                 | February 6, 2019  | 19 students                  |
| Peralta Foundation Scholarship Workshop                  | MERRITT             | February 7, 2019  | 15 students                  |
| Study Abroad Tabling (Melvin)                            | LANEY               | February 8, 2019  | 8 students                   |
| Study Abroad Tabling (Melvin)                            | BCC                 | February 14, 2019 | 32 students                  |
| Oakland High School Expo (Melvin, Simon Chan and Symone) | Oakland High School | February 15, 2019 | 53 students                  |

|   |             |                   |                       |
|---|-------------|-------------------|-----------------------|
| UC Berkeley Boost Event (Simon and Melvin)                        | UC Berkeley | February 16, 2019 | 9 students            |
| Taiwan Cultural Event with Taipei (Simon Chan)                    | BCC         | February 20, 2019 | 200 students attended |
| Study Abroad Tabling/Workshop with Hosteling Scholarship (Melvin) | LANEY       | February 25, 2019 | 15 students           |
| Study Abroad Tabling with Hosteling Scholarship                   | COA         | February 26, 2019 | 7 students            |
| Career Fair Tabling (Melvin)                                      | LANEY       | February 27, 2019 | 13 students           |
| Study Abroad Tabling with Hosteling Scholarship (Melvin)          | BCC         | February 26, 2019 | 10 students           |

[Study Abroad YouTube Video Playlist](#)

**8 promotional videos have been uploaded to a Study Abroad playlist on the Peralta Colleges YouTube channel** highlighting stories of 11 students, 6 faculty, 3 administrators and 2 staff who participated in study abroad programs to Ghana, London, Jamaica, Cuba, Japan and China from 2018. ([https://www.youtube.com/playlist?list=PLBJy03\\_lbzP86E7ippxAPI5AkOK1dWIJj](https://www.youtube.com/playlist?list=PLBJy03_lbzP86E7ippxAPI5AkOK1dWIJj)). Credit: Angel Hunter, PeraltaTV.



Drew Gephart (Administrator), International Services Manager



*Peralta's Office of International Education is committed to finding new and creative solutions to enable students to participate in the study abroad experience. Study abroad improves student learning by integrating knowledge with real life experiences, creates a lasting learning experience for everyone, promotes the colleges and their programs on a global level, and provides an opportunity where students and faculty develop a greater appreciation for other cultures and become more globally aware.*

Dr. Siri Brown (Administrator), Vice Chancellor of Academic Affairs - Jamaica



*Students come back from studying abroad with facts and information that would have taken a whole semester to accomplish. Not just remote facts, but critical analysis and insight that's much deeper than memorizing something while sitting in a classroom. I'm a big advocate of that I've seen the impact.*

Thomas Torres-Gil (Administrator), Director of International Education



*Any opportunities our students can get to have an out-of-area experience, it can be life-changing, it can open up one door or show them one thing that might put their lives on a different path. There is a lot that can stop you from doing what you'd like to do, but when you have an experience where you're shown different ways by different people it can help you feel comfortable and confident in going that route yourself.*

Dana Lenoir (Student), Social Justice in Jamaica



*I think if there is an opportunity to study abroad anywhere, I say 'go' because it's not only a different scenery, it's the people, the culture. There's more out there in the world than we see on a day-to-day basis.*

Devyn Morris (Student), Business in Japan



*I'm trying to learn more... and really find ties and travel, have those experiences to learn more about myself and grow.*

Rika Ward-Hunter (Student), Cosmetology in London



*I felt like I wouldn't be able to get this opportunity anywhere else but with the school. The way that everything was structured and setup with the tour guide, it was more thought through going with the school as opposed to me just trying to go to London and getting into the hair industry by myself.*

Dominique Brown (Student), Cosmetology in London



*It was a great experience to be there and to come back with a certification from a makeup school and also certification from 'Toni and Guy'. It's a life push for when we get out of school, we'll have more credentials than just a certification or our AAA degrees.*

Alicia Cardenas (Student), Cosmetology in London



*I wanted to go on the trip to see a whole different country and so I could learn and see different parts of that industry as well as what they do differently.*

Louis Goltz (Staff), Cosmetology in London



*Not everyone has the opportunity to go work with the people who inspired them growing up. My mission was to take these people to get experience – this is a gift I wanted to give to the community.*

Anthony Powell (Faculty), Social Justice/Psychology in Jamaica



*It's not just our students, faculty need to go beyond that forty mile radius, go beyond their masters and their PhDs and explore the world – because when you do that, you bring that richness back to our classroom. We forget that we're learners as well. Traveling abroad and taking students abroad is something that benefits the institution as a whole.*

Deshawn Campbell (Student), Social Justice in Jamaica



*Just to be outside of the Bay Area, outside of Oakland... I can tell you from my background I've never been out of California. My first time out of California was this Jamaica trip....never been outside of San Francisco, Sacramento you don't dream about going out of the country, you're hoping to make it to the next day.*

Nicole Kelly (Staff), (China U.S. Exchange Foundation) China



*I ran into one of the mothers of a student that was on the trip this last summer, she had her young daughter with her. She was in the library at College of Alameda and said that she had just seen Drew in the international office and was trying to sign her daughter and her son up for a study abroad. She said "it is mandatory for all of her children to do a study abroad program" because she see she saw just how much her daughter was affected positively by study abroad. I think that's why every student whether it's at Peralta whether it's University or personal it's very important for people to travel students parents whoever it's very important to we live in a global economy so we need to get in tune and in touch with people from other cultures.*

Okoriba Korubo (International Student from Nigeria), Business in Cuba



*I'm really appreciative of Peralta Community Colleges for giving me the opportunity to experience Cuba because I don't think I would have gone on my own.*

Jacqueline Burgess (Faculty), Dance in Ghana



*Students were able to participate in the inaugural installation of the new king of the Ashanti nation, it was absolutely incredible! But even better than that, we were invited to the palace for a personal dinner.*

Halima Mahdee (Student), Dance/Intercultural Communications in Ghana



*I will tell students: certain materials that we're used to, going out the movies, getting your nails done, shoes etc. that is not important. The benefits of that trip, going to Ghana, going 'home' to learn about yourself and learn about your ancestors is gonna push you through your whole life.*

Andrea Lee (Faculty), Dance in Ghana



*It increases your academic profile, it's great for your showing your 21st century global education skills which all employers want to know. We really just try to keep students motivated along the way, to make it happen.*

Kwesi Wilson (Faculty), Intercultural Communications in Ghana



*Students that go, especially if you're an african-american, it's more like a coming home to them. It's like a pilgrimage where you're going to learn about yourself. Many of have not even left the country...and so this motherland, this mythological place that people think about, but when you go there in flesh and blood it's so surreal to a lot of people. You're confronting your history, you're confronting what slaves went through, your ancestors went through.*

Brazile Clark (Student), (China U.S. Exchange Foundation) China



*The trip and it's participants were composed of students of ethnic and socioeconomic backgrounds that without this opportunity, wouldn't have been able to go to China. Especially wouldn't have been able to go to China with all expenses paid, learning the language, learning the culture, going to activities and being placed on high priority at those activities.*

William Sutton IV (Student), (China U.S. Exchange Foundation) China



*Had I not heard about it and applied, I certainly would not have had the opportunity to go. I wasn't even really thinking about it before because it was so expensive and you know, different factors. My biggest takeaway was just... pure joy honestly. It was an incredibly fun joyous experience and I'd highly recommend this program to anyone. If you have a chance to apply absolutely, absolutely take it – it'll change your life!*

Dr. Tracey Coleman (Faculty), Business in Cuba



*People have always heard about Cuba and having to be able to go and understand from the Cubans their perspective on Cuba, is a lot different than what many of us have been taught in the US. I think that was a big takeaway for a lot of them that they expressed afterwards.*

*Getting that perspective to find out everything that you hear, you need to validate and so they validated it with people who were actually there and experienced everything, they were able to get truth to the conversation.*

Violeta De Leon (Student), Business in Japan



*We travel and we are (all) different, but we all have the same language: to live with harmony, to respect... you discover this.*

Simon Chan (Faculty), Business in Japan



*This was one of my students first time applying for a passport and their first time abroad to see the other side of the world. So they not only learned something about the principles of retail, they also experienced and have a life memory they won't forget from the trip.*

## Program Overviews

### Business Principles of Retailing in Japan – Merritt College



- **Location:** Tokyo, Japan
- **College:** Merritt College
- **Course:** Business 72 – Principles of Retailing (#23460)
- **Instructor:** Simon Chan
- **Term:** Spring Intersession 2019
- **Units:** 3
- **Acceptable for credit:** CSU
- **Description:** Retail stores from management’s perspective: Principles and practices used in merchandising, operational problems of the firm, trends in merchandising, case-method techniques of actual on- the-job problems.
- **Dates:** May 24-31, 2019 (Travel), June 8 & 15, 2019 (2 Saturday sessions on campus)
- **Cost:** \$3,130
- **# of Students:** 7
- **Genders:** Female: 57%, Male: 43%
- **Age Demographics:** Mean: 22; Range: 18-32; Mode: 20; Median: 20

Program overview from 2018: <https://youtu.be/liPXYbNz6TQ>

## Cosmetology in London - Laney College



- **Location:** London, England
- **College:** Laney College
- **Course:** Cosmetology 299-Cosmetology Study Abroad (#26238)
- **Instructor:** Petra Maria & Louis Goltz (Staff Assistant Chaperone)
- **Term:** Spring 2019
- **Units:** 3
- **Acceptable for credit:** n/a
- **Description:** Study of cosmetology via travel to country of origin: Professional values, history, trends, and research of cultural life cycles as reflected in the region of study. PREREQUISITE(S): Students must be currently enrolled as a Cosmetology student or a licensed professional
- **Dates:** June 1-11, 2019
- **Cost:** \$3,500
- **# of Students:** 11
- **Genders:** Female: 91%, Male: 9%
- **Age Demographics:** Mean: 27; Range: 19-35; Mode: 25, 33; Median: 26

Program overview from 2017: [https://youtu.be/jar-33b\\_bew](https://youtu.be/jar-33b_bew)

Student Highlight - Alicia Cardenas: <https://youtu.be/urzHyOTwXr0>

## Spanish for Bilingual Speakers/Conversational Nautl in Mexico - Laney College



- **Location:** Puebla & Mexico City, Mexico
- **College:** Laney College
- **4 Courses** (2 combined courses):
  - Spanish 22A/B – Spanish for Bilingual Speakers I (#30727) & II (#30728)
  - Spanish 33A/B – Beginning (#30838) & Intermediate (#30843) Conversational Nautl
- **Instructor:** Arturo Davila-Sanchez
- **Term:** Summer 2019
- **Units:** Spanish 22 A/B (5 units) & Spanish 33 A/B (3 units)
- **Acceptable for credit:** Spanish 22 A/B (CSU, UC) & Spanish 33 A/B (CSU, UC)
- **Descriptions:**
  - Spanish 22A/B - Elementary and intermediate Spanish for students whose native language is Spanish: Critical reading and discussion of selected readings in Spanish with emphasis on reading development, spelling (orthography), grammar, lexical expansion, and composition.
  - Spanish 33A/B - Development of Nautl language conversational and oral skills: Study and comprehension of the Nautl language applied to cultural practices; speaking, translating, and interpreting an indigenous language at the beginning and intermediate level.
- **Dates:** May 31 – June 16, 2019 (Travel), June 17 – July 26, 2019 (hybrid)
- **Cost:** \$1,855
- **# of Students:** 14
- **Genders:** Female: 79%, Male: 21%
- **Age Demographics:** Mean: 27; Range: 16-49; Mode: 19; Median: 24.5

## Critical Thinking in Belize - Merritt College



- **Location:** Belize City & Hopkins, Belize
- **College:** Merritt College
- **Course:** English 5-Critical Thinking in Reading and Writing (#31816)
- **Instructor:** Egbert Higinio
- **Term:** Summer 2019
- **Units:** 3
- **Acceptable for credit:** CSU, UC
- **Description:** Development of the ability to analyze, criticize and advocate ideas: Relationship of language to logic, induction and deduction, facts, inferences, judgments, and formal and informal fallacies of language and thought. Instructs in writing about issues of critical thinking to develop both thinking and writing skills.
- **Dates:** June 5-15, 2019 (Travel), June 17 – July 26, 2019 (hybrid)
- **Cost:** \$1,980
- **# of Students:** 17
- **Genders:** Female: 88%, Male: 12%
- **Age Demographics:** Mean: 30; Range: 19-67; Mode: 20, 28, 31; Median: 28

## Arabic in Egypt - Berkeley City College



- **Location:** Cairo, Egypt
- **Course:** Arabic 30A – Beginning Conversational Arabic (#31769)
- **Instructor:** Gaye Walton-Price
- **College:** Berkeley City College
- **Term:** Summer 2019
- **Units:** 3
- **Acceptable for credit:** CSU, UC
- **Description:** Introduction to conversational Arabic: Use of modern formal spoken Arabic in conversation and discussion; elementary grammar.
- **Dates:** June 17-27, 2019 (On campus), June 30-July 14, 2019 (Travel)
- **Cost:** \$3,150
- **# of Students:** 16
- **Genders:** Female: 73%, Male: 27%
- **Age Demographics:** Mean: 48; Range: 18-73; Mode: 73; Median: 47

Business Principles of Retailing Student Study Trip to China  
Peralta Community College District and China-United States Exchange Foundation



- **Location:** Beijing & Lanzhou, China
- **Course:** Business 72 – Principles of Retailing (#31701)
- **Instructor:** Simon Chan & Linda Handy (Chaperone)
- **College:** Merritt College
- **Term:** Summer 2019
- **Units:** 3
- **Acceptable for credit:** CSU
- **Description:** Retail stores from management’s perspective: Principles and practices used in merchandising, operational problems of the firm, trends in merchandising, case-method techniques of actual on- the-job problems. Enhance relations between the U.S. and China by building and improving dialogue between African American and Chinese educators and university and college students of the U.S. and China.
- **Dates:** July 29-August 9, 2019
- **# of Students:** 16
- **Genders:** Female: 62%, Male: 38%
- **Age Demographics:** Mean: 27; Range: 18-48; Mode: 19; Median: 26

Program overview from 2018: [https://youtu.be/wjvNN1iM\\_k](https://youtu.be/wjvNN1iM_k)

Dance Study Abroad and Intercultural Communications in Ghana  
Laney College and College of Alameda



- **Location:** Accra & Kumasi, Ghana
- **2 Courses**
  - Dance 7 – Dance Study Abroad Lecture (#31814) & Lab (#31815)
  - Communications 6 – Intercultural Communication (#30466)
- **Instructors:** Andrea Lee (Dance 7) and Kwesi Wilson (Communications 6)
- **Colleges:** Laney College (Dance 7) & College of Alameda (Communications 6)
- **Term:** Summer 2019
- **Units:** Dance 7 (5 units) & Communications 6 (3 units)
- **Acceptable for credit:** Dance 7 (CSU) & Communications 6 (CSU, UC)
- **Descriptions:**
  - Dance 7 - Study of dance via travel to country of origin: Spiritual values, history, language, folklore and research of cultural life cycles as reflected in the region of study.
  - Communications 6 - Dynamics of intercultural communication as it applies to the diversity of American cultures: Cultural concepts, language style, content, ethnic perspectives, perceptions and stereotypes, symbols, and roles as they facilitate or hinder effective verbal and nonverbal interaction across cultures; analysis of multiple intercultural communication theories.
- **Price:** \$3,850
- **Dates:** June 17-July 20, 2019 (On campus), July 23-August 7, 2019 (Travel)
- **# of students:** 19
- **Genders:** Female: 43%, Male: 57%
- **Age Demographics:** Mean: 29; Range: 18-66; Mode: 19 & 20; Median: 26.5

Program overview from 2018: <https://youtu.be/W8vj-eWl4AE>

Student Highlight - Halima Mahdee: <https://youtu.be/6jbcjbGVROI>

Social Justice in Jamaica  
PCCD Office of Academic Affairs



- **Locations:** Jamaica
- **Course:** No course was offered
- **Chaperone:** Charles Washington, College of Alameda
- **Organized by:** Dr. Siri Brown, Vice Chancellor, PCCD Office of Academic Affairs
- **Term:** Summer 2019
- **Description:** Students had the opportunity to learn more about the Maroon Community of Jamaica. They also learned about youth lead protest and social issues happening in Jamaica.
- **Dates:** August 2-12, 2019
- **# of students:** 10
- **Genders:** Female: 83%, Male: 17%
- **Age Demographics:** Mean: 22; Range: 19-26; Mode: 19 & 24; Median: 23

Program overview from 2018: <https://youtu.be/WMaGC2PwQnw>



EACH YEAR, THE PERALTA COLLEGES OFFER  
A VARIETY OF STUDY ABROAD COURSES FOR STUDENTS TO ENROLL IN

# STUDY ABROAD

## PROGRAMS

2020 or later

For more information, please visit: <https://web.peralta.edu/international/study-abroad>  
or contact Drew Gephart, International Services Manager, at [dgephart@peralta.edu](mailto:dgephart@peralta.edu)

### Anthropology

**GREECE** (Merritt College)

### Arabic

**EGYPT** (Berkeley City College)

### Art History

**GERMANY** (College of Alameda)

### Business

**JAPAN/TAIWAN** (Merritt College)

### China Relations

**CHINA** (PCCD)

### Cosmetology

**LONDON** (Laney College)

### Critical Thinking

**BELIZE** (Merritt College)

### Music

**ITALY** (Merritt College)

### Dance

**GHANA/TANZANIA/ETHIOPIA**  
(Laney College)

### Theater

**SCOTLAND** (Laney College)

### Financial Accounting

**MOROCCO** (College of Alameda)

### Ethnic Studies

**MEXICO/PERU** (Laney College)

### Women's Volleyball

**COSTA RICA** (College of Alameda)

### Service Learning

**THAILAND** (TBD)

### Social Justice

**JAMAICA/BARBADOS**

(PCCD Office of Academic Affairs)

### Economics

**FRANCE** (College of Alameda)

*\*All Programs Subject to Change and Approval by College Departments.*

TO SIGN UP FOR MORE INFORMATION ABOUT SPECIFIC PROGRAMS, PLEASE FILL OUT OUR STUDY ABROAD  
PRE-TRAVEL INFORMATION FORM AT [HTTPS://WWW.SURVEYMONKEY.COM/R/PERALTAPRETRAVEL](https://www.surveymonkey.com/r/peraltapretravel)

## Financial Aid

A student's enrollment in a program of study abroad approved for credit by Peralta may be considered enrollment for the purpose of applying for assistance under Title IV. Title IV financial aid is federally funded aid such as Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Perkins Loan, Federal Subsidized and Unsubsidized Direct Loans.

## Other Study Abroad Information/Resource

> Critical Language Scholarship (CLS) Program  
[HTTPS://WWW.CLSCHOLARSHIP.ORG/](https://www.clscholarship.org/)

> Gilman Scholarship Program  
[HTTPS://WWW.IIE.ORG/PROGRAMS/GILMAN-SCHOLARSHIP-PROGRAM](https://www.iie.org/programs/gilman-scholarship-program)

> Peralta Colleges Foundation Scholarship  
[HTTPS://WWW.PERALTAFOUNDATION.ORG/](https://www.peraltafoundation.org/)

> GO Overseas  
[HTTPS://WWW.GOVERSEAS.COM/](https://www.goverseas.com/)

> California Colleges for International Education  
[HTTP://CCIEWORLD.ORG/](http://ccieworld.org/)

## 8 SUMMER 2019 COURSES

Dance/Intercultural  
Communications  
GHANA

Cosmetology  
LONDON

Business  
JAPAN &  
CHINA

Critical Thinking  
BELIZE

Spanish/Nauatl  
MEXICO

Social Justice  
JAMAICA

Arabic  
EGYPT