

A NON TRADITIONAL WAY OF LEARNING – EXPANDING HORIZONS BY ENCOURAGING STUDENTS TO THINK OUTSIDE THE BOX – PUERTO RICO PROGRAM



INTRODUCTION

ABSTRACT

- Utilizing as a model the Puerto Rico Program at Buffalo State College, an initiative using “ideas as tools” and from a team work approach, advisors, faculty, and staff would learn about *opportunities* that enhance student participation in non-traditional ways of learning via studying abroad and/or special programs
- A bilateral benefit, to student and professional staff, is observed when learning and traveling in the process is achieved along with the experience
- Advisers, faculty, and staff develop professionally, creating and expanding a network and collaborative efforts
- A study conducted on the Puerto Rico Program since its inception in 1993 substantiates student retention, better academic achievement, and graduation rates for which it serves as a “tool” for academic



GOALS

- To present the Study Tour to Puerto Rico as a tool and a non-traditional way of learning to advisers, faculty and staff in assisting EOP and non-EOP students to participate in study abroad and exchange programs and/or special programs, nationally or internationally
- To encourage initiatives as a means of professional and personal development
- To strengthen internationalization within our campuses



OBJECTIVES

- To share:
 - The concept of “Ideas as Tools” (Dave Ellis, Ph.D.) applied into the development of a course
 - Importance of having a **Team** approach
 - Outcome
 - Course Development & Study Abroad Program
 - Learning and Cultural enrichment of students
 - Network development (e.g. Puerto Rico Program)
 - Professional growth of faculty and staff
 - Study Results



OUTLINE

- **Part 1: Course Development**

- **Framework**

- **College Mission**
- **Theory - Retention**
- **Benefits**

- **Course History**

- **“Ideas Are Tools” - 12 Power Processes, Dave Ellis, Ph.D., Author, *Becoming a Master Student***
 - **Fredonia State-**
 - **Students at Language & Cultural Immersion Program**

- **Course Description**

- **Course Requirements**
- **Course Evaluation**
- **Student Comments**



OUTLINE

- **Part 2: Highlights of the Tour in Puerto Rico**
 - Visual Tour
 - Students' Comments
- **Part 3: Study Abroad Profile**
 - Reports from Open Doors
- **Part 4. Study of Puerto Rico Study Tour (12 Years)**
 - 1993
 - 1994
 - 1995
 - 1996
 - 1997
 - 2000
 - 2001
 - 2002
 - 2005
 - 2007
 - 2009
 - 2012



PART I. FRAMEWORK

BUFFALO STATE COLLEGE MISSION

- [...] is committed to the **intellectual, personal, and professional growth** of its students, faculty, and staff.
- The goal [...] is to **inspire a lifelong passion for learning**, and to **empower** a diverse population of students **to succeed** as citizens of a challenging world.
- [...] is dedicated to **excellence in teaching and scholarship, cultural enrichment, and service.**



THEORY CONT.

- **Student “Fit”**

- **Student brings potential to school via**
 - **“skills, attitudes and expectations”**
- **Institution “rewards” students via ‘grades or degrees’**

- **Involvement Theory**

- **Student’s level of or degree of engagement influences retention**
 - **“academic work, extracurricular activities and in interaction with faculty”**
- **“The greater the learning, personal development, and probability of retention”**

- Wyckoff, Susan C. “Retention Theories in Higher Education: Implications for Institutional Practice.” *Recruitment and Retention in Higher Education* no. 12 (1998): 1, 2, 7. See also, Astin, Alexander W. “Diversity and Multiculturalism on Campus: How Are Students Affected?” *Change* 25, no. 2 (1993): 44-49.



THEORY CONT.

- **Student/Faculty Interaction Theory**

- **“Faculty serving as socializing agencies for the institution”**

- **Assumptions:**

- A significant intellectual and competence enhancement is expected from the influence caused by the “values and norms” of the faculty in their interaction with students [...] outside the classroom.” Also, encouraging a closer interaction and connection between the students and the institution; as a result, having a sense of “purpose and autonomy” among students as well as reducing the probability to “withdraw voluntarily.”

- **Interacting with faculty leads also to:**

- “ Greater institutional commitment, increase social and academic integration, and increase likelihood of persistence”

- Wyckoff, Susan C. “Retention Theories in Higher Education: Implications for Institutional Practice.” Recruitment and Retention in Higher Education no. 12 (1998): 1, 2, 7. See also, Astin, Alexander W. “Diversity and Multiculturalism on Campus: How Are Students Affected?” *Change* 25, no. 2 (1993): 44-49.



THEORY CONT.

- **Academic & Social Integration Theory**

- **External influences such as a support system “if constant” increases the “higher level of student integration into the social and academic systems of the institution”**

- [e.g. “socio-economic status, parental values, gender, race, and pre-college social and academic achievements”]

- **Students’ “integration into the social and academic system of the Institution”**

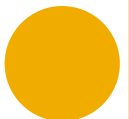
- Reduces attrition
- Increases the level of “commitment” of both, students and Institution
- Leads to “completion” of ‘goals and degrees’

- Wyckoff, Susan C. “Retention Theories in Higher Education: Implications for Institutional Practice.” *Recruitment and Retention in Higher Education* no. 12 (1998): 1, 2, 7. See also, Astin, Alexander W. “Diversity and Multiculturalism on Campus: How Are Students Affected?” *Change* 25, no. 2 (1993): 44-49.



BENEFITS

- **TEAM Collaborative Work**
 - Administrators, Faculty & Staff
 - Business & Institutions – Public & Private
 - Government – Federal - State - Municipal
 - Profit & Non-profit Organizations
- **Professional enhancement/development**
 - Learning
 - Personal satisfaction
 - Promotions
 - Merit salary increases
- **Network**
 - Local, regional, abroad and international
 - Students
 - Faculty
 - Staff
 - Other
- **Travel**



“With growth comes change, and there are times when change must come rapidly”

- Muriel A. Moore [Howard], Ph.D., Former President of Buffalo State College, “Inaugural Address.” 25 Oct 1996.



PART 1.B. COURSE DEVELOPMENT

- **History**

- **Fredonia State College (1992)**

- Spanish Course (Dr. Mervin Román Capeles)
 - Idea: Language & Cultural Immersion Course in Puerto Rico
 - Evaluation after program's completion

- **Teaching EDF 207, Buffalo State**

- Book, "Becoming A Master Student," Dave Ellis, Ph.D.
 - 12 Power processes
 - #1. "Ideas Are Tools"

- **Study Abroad**

- Profile

- **Research**

- Retention
 - Multiculturalism
 - Study of the Puerto Rico Program-Study Tour



COURSE DEVELOPMENT CONT.

- **Seeking Alliances (1992-1993)**

- **TEAM Approach**

- Director of EOP at Buffalo State
 - Mr. Michael Stevens, Former Director
 - Dr. Maria Pacheco, Former Director
 - Ms. Yanick Jenkins, Present Director
 - Director of International Education; Assistant Dean International & Exchange Programs*
 - Dr. Lee Ann Grace
 - Chair, History Department (Former)
 - Dr. Monroe Fordham
 - Others: (e.g. Modern Classical Language, Humanities, Hospitality & Tourism, etc.)

- **Outcome**

- **Academic**

- Pilot Project (1993-1996)
 - Study Abroad (1996-2012)
 - Program in Communication Dept. (In Process)



PROGRAM ORGANIZATION & STRUCTURE

- **TEAM Approach**

- Thinking outside “the box”

- **Planning & Coordination**

- Workshops

- Recommendation from students at Fredonia State

- Research

- Topic of Puerto Rico

- Preferable connected with major

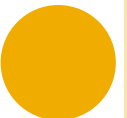


STUDY TOUR GOALS

- During the course (BSC) and 3-week study tour in Puerto Rico, students learn and witness:
 - 500+ years of history including the legacy of the three major cultural influences: Indian (Taíno), Spanish, and African
 - Puerto Rico's physical and industrial development; economic, educational, and social structures as reflected in daily life
 - Local populations via direct interaction; gaining insight into societal values and political and social issues

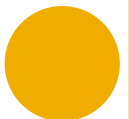
- See "Puerto Rico." *International Education Office*. Buffalo State College Website. 2010 & 2013
edu/studyabroad/x496.xml>.

<<http://www.buffalostate.edu/studyabroad/x496.xml>>.



COURSE STRUCTURE

- Short-term study abroad program
- Independent study course (1993-2009)
 - Communication course (In process)
- 6 credits, upper level
- Enrollment:
 - HIS 499, MCL 499, SPA 499, HTR 499, FAR 499, EDU 499 (1993-2009)
 - INE 390 (2012)
- Academic Component
 - Workshops (Spring): January to May
 - Trip (Three Weeks): May to June
- Evaluation
 - Program in general



TRIP

- Students prepare for the trip by attending a series of pre-departure workshops
- Required to complete a research paper, attend daily presentations during the trip, and submit a journal
- Major cities, smaller towns, rural areas, and Vieques which is one of the three offshore islands are visited
- Participants witness Puerto Rico's natural beauty and the extensive conservation efforts put forth to preserve it

- See "Puerto Rico." *International Education Office*. Buffalo State College Website. 2010 & 2013
[//www.buffalostate.edu/studyabroad/x496.xml](http://www.buffalostate.edu/studyabroad/x496.xml)>.

<[http:](http://www.buffalostate.edu/studyabroad/x496.xml)



PROGRAM ELIGIBILITY & COST

- **Eligibility**

- Normally a GPA of 2.5+ (on a 4.0 scale)
- Spanish is not required

- **Cost**

- \$3, 900 - \$4,000 (est.) for New York State residents and non- residents
 - Cost includes tuition, college fees, administrative charges, housing, meals, insurance, books, class materials, airfare and a stipend for food and miscellaneous expenses

- **Accommodations**

- Ranging from cabins to modest hotels, usually with beach and/or pool access

- See "Puerto Rico." *International Education Office*. Buffalo State College Website. 2010 & 2013 <<http://www.buffalostate.edu/studyabroad/x496.xml>>



EVALUATION

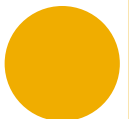
- **All components of the program**
 - **Administrative duties & staff**
 - Recruitment & Interview process
 - **Course Structure (Academic & Non-Academic)**
 - **Workshops**
 - Topics
 - Presenters
 - Facilities
 - **Research**
 - Topic of preference; preferably related to the major
 - Student presentations
 - **Trip**
 - Logistics (transportation, services, etc.)
 - Program (academic & non-academic)
 - Lodging
 - Journal
 - **Grading**
 - Letter grade is reported for 6 credit hours



PART 1C. IMPLEMENTATION

NETWORK – KEY ELEMENT

- On and off-campus
- Regional, state, federal, municipal level
 - Cultural, historical, educational , ecological, and social
- For-profit organizations
- Not-for-profit organizations



NETWORK – ON CAMPUS

- **On-Campus**

- **Dean of University College (3)**

- Dr. Scott Johnson, Present

- **Program Directors (3)**

- Educational Opportunity Program, International & Exchange Programs & Special Programs-National Student Exchange

- **Departments (8)**

- History, Hosp. & Tourism, Humanities, Elementary Education, English, Modern Classical Languages, Fine Arts, and Communication

- **Faculty**

- Lecturers, Course evaluators & Assistant to Study Tour Director

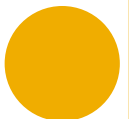
- **Staff**

Clerical & Assistant to the P.B. Program, Trip



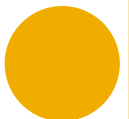
ON & OFF-CAMPUS

- **Higher Education Institutions (6)**
 - **Local: Buffalo State College**
 - **Regional: Fredonia State College**
 - **Abroad : Puerto Rico(4)**
 - **University of Puerto Rico - 3 Campuses [NSE]**
 - **Mayagüez, Humacao, Río Piedras**
 - **Sacred Heart University- [NSE]**
 - **Inter-American University in San Germán- [NSE]**
 - **Eugenio Maria de Hostos Law School**



NETWORK CONT.

- **Puerto Rico**
 - **Central Government**
 - **Senate**
 - Political Parties (PPD, PNP, PIP)
 - **Municipal (8)**
 - **Mayors**
 - **Federal**
 - **Former Roosevelt Road Naval Base**
 - Ceiba & Vieques
 - **U.S. Department of Interior**
 - Fish & Wildlife
 - **Agencies**
 - **Department of Natural Resources**
 - **Institute of Puerto Rican Culture (Museums)**
 - **Puerto Rican Tourism Co. (New York & Puerto Rico)**



NETWORK CONT.

- **Private Sector**
 - **Schools**
 - Dr. Roque Díaz Tizol (Grammar/Intermediate)
 - Rondalla de Niños de Humacao (Music Institute)
 - **Companies**
 - Dooney & Bourke Purse Factory
 - Sun Oil Co. Oil Refinery
 - **Conservation Trust of Puerto Rico**
 - Preservation of historical and ecological sites
- **Outreach & Not-for-profit Programs**
 - Sor Isolina Ferré (Serves at- risk communities)
 - Roberto Clemente Sports City Complex
 - Rondalla de Niños de Humacao
- **Community**
 - **Family Hosts**



NETWORK SUMMARY

- **Local, Regional, State, Federal**

- Administrators (Ass. Dean International and Exchange Programs, EOP Director(s), Special Programs Director, STPR Director, Assistant to the Director, Support Staff) at SUNY Colleges; Agencies Directors, Liaisons
- Departmental Chairs
- Lecturers
- Faculty evaluators
- Governmental agencies, institutes, companies

- **Commonwealth of Puerto Rico**

- Senate (Three Parties: PNP; PPD; PIP)
- Municipal Governments (8): Culebra, Guayama, Maunabo, Mayagüez, Ponce, San Germán, Vieques & Yabucoa
- Institute of Puerto Rican Culture(e.g. Museums)
- Puerto Rico Tourism Co. (New York & Puerto Rico)

- **Higher Education Institutions (6)**

- (UPR, IAU, SHU, EMHLS, FSC, BSC)
 - Lecturers, Guided Tours, NSE participants

- **Profit and Non-Profit Organizations**

- Companies: Dooney & Bourke Factory, SUN OIL Co.
- Community Based Organizations:
 - Sor Isolina Ferré
 - Roberto Clemente Sport City Campus
 - Rondalla de Niños de Humacao



PART 2
PUERTO RICO
THE ISLAND OF ENCHANTMENT

The Trip

May 21 – June 12



PUERTO RICO



ROUTE

North West - South East


- **North West**
 - New York to Aguadilla
 - Camuy
- **West**
 - Mayaguez
- **South West**
 - San Germán
- **South**
 - Ponce
 - Salinas Santa Isabel
 - Guayama
- **South East**
 - Maunabo

East – Vieques - North

- **East**
 - Yabucoa
 - Humacao
 - Vieques (Off shore Island)
- **North East**
 - Fajardo
 - Rio Grande
 - Luquillo
- **North**
 - San Juan: Old San Juan, Santurce, Rio Piedras, Hato Rey
 - Carolina (North-East)
 - Loíza (North-East)



A detailed map of Puerto Rico, showing its geographical features, major cities, and surrounding waters. The map is oriented with North at the top. The Atlantic Ocean is to the north, and the Caribbean Sea is to the south. The map includes numerous cities and towns, such as San Juan, Ponce, Mayaguez, and San Francisco de Asis. Major roads are depicted as black lines, and a red line indicates a specific route or boundary. The map also shows the surrounding islands, including Culebra and Vieques. A compass rose is located in the bottom right corner, and two airplanes are shown flying over the map, one in the top left and one in the top right.



LODGING



<http://www.puertorico.com/map/>

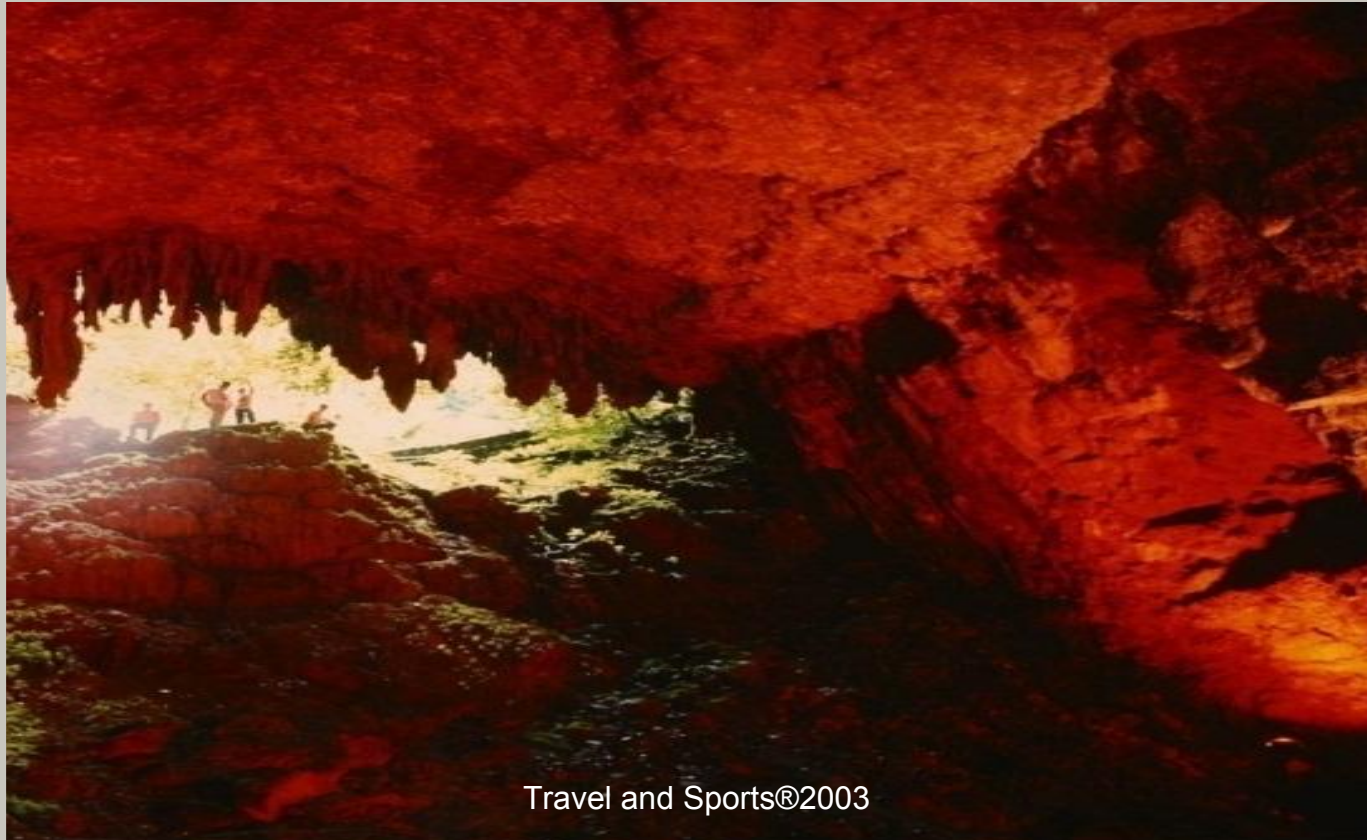


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NORTHERN IN-LANDS



CAMUY RIVER CAVES



Travel and Sports®2003



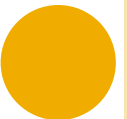
CAMUY RIVER CAVES



Stalactites and Stalagmites



OBSERVATORY ARECIBO





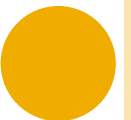
SOUTH WEST



PORTA COELI



Religious Art Museum
San Germán



PORTA COELI



INTER AMERICAN UNIVERSITY

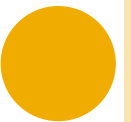


San Germán

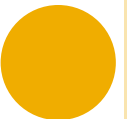




SOUTH



PONCE -1692



PONCE CITY HALL



SQUARE PLAZA



Ponce



SQUARE PLAZA



Ponce



SERRALLÉS CASTLE, JAPANESE GARDEN & VIGÍA TOWER



Ponce



SERRALLÉS CASTLE



Ponce



FIREFIGHTERS' MUSEUM



Ponce



PONCE ARCHITECTURE



PONCE ART MUSEUM



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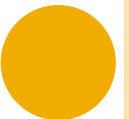
PONCE ART MUSEUM



HACIENDA BUENA VISTA



1833
Ponce



COFFEE & CORN MILL-HACIENDA BUENA VISTA



1833
Ponce



TIBES INDIAN CEREMONIAL CENTER



1975
Ponce



TIBES INDIAN CEREMONIAL CENTER



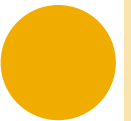
1975
Ponce



TIBES INDIAN CEREMONIAL CENTER

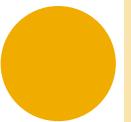


Petroglyph





EAST



LA RONDALLA



Courtesy of Prof. Jorge Camacho, Director, Rondalla de Humacao

Humacao



LA RONDALLA: EXCEPTIONAL GROUP



Courtesy of Prof. Jorge Camacho, Director, Rondalla de Humacao

Humacao



BIOLUMINESCENT BAY



[Courtesy: Frank Borges LLosa frankly.com](http://frankly.com)

Vieques



TURTLE CONSERVATION PROJECT



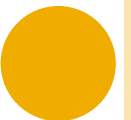
Vieques



TURTLE CONSERVATION PROJECT

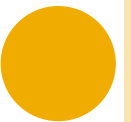


Vieques

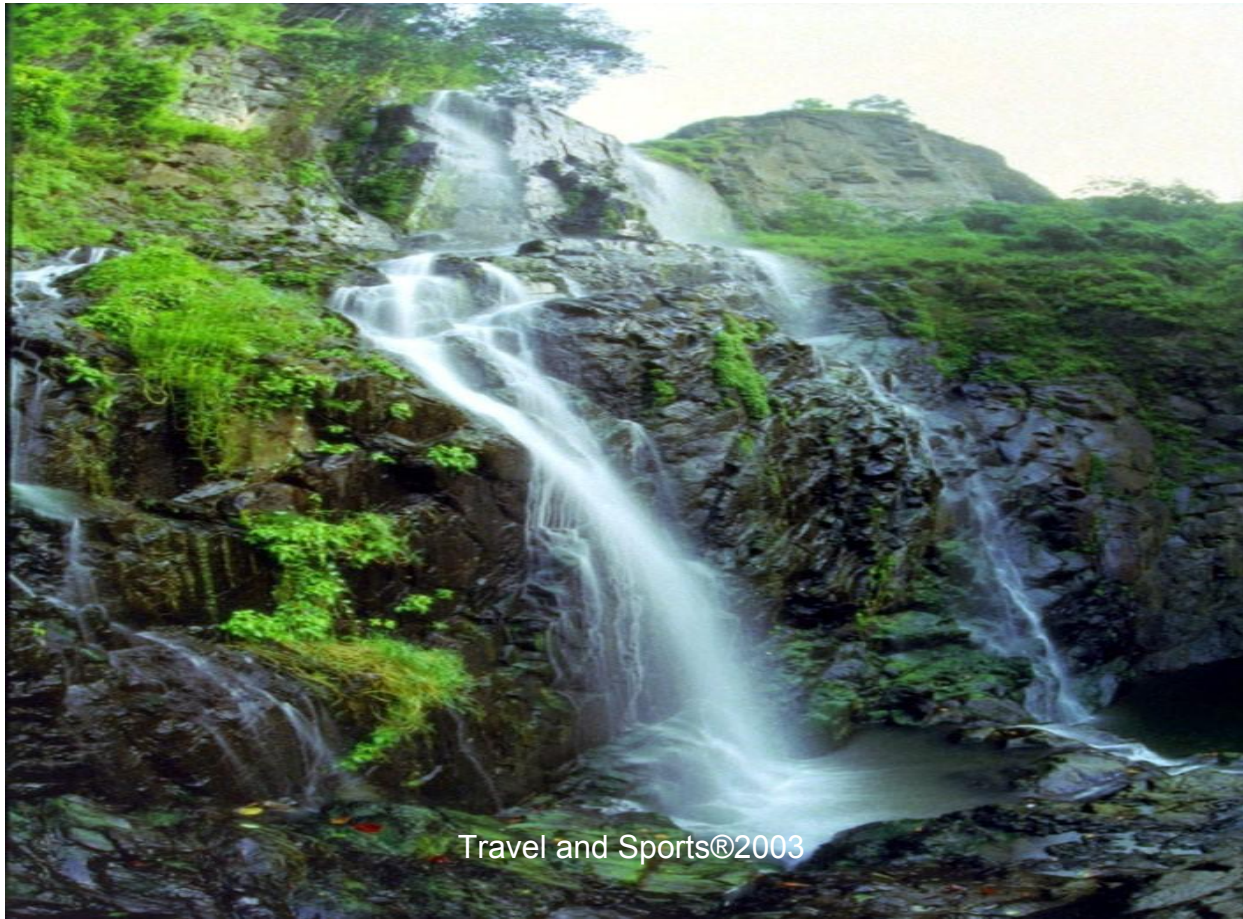




NORTH



RAIN FOREST: EL YUNQUE



Travel and Sports®2003

Río Grande



LA COCA



El Yunque, Rain Forest



LA MINA WATER FALL



El Yunque, Rain Forest



UNIVERSITY OF PUERTO RICO: 1903



Río Piedras



ROBERTO CLEMENTE SPORT CITY COMPLEX



Petra Cepeda, Vera Clemente & Evelyn S. Rosario



THE CAPITOL



Built 1919-1929



THE CAPITOL



Emancipation of Slaves
Mar 22, 1873



OLD SAN JUAN



Built 1539-1589



EL MORRO FORT



Travel and Sports©2003

Built 1539-1589



EL MORRO FORT



Built 1539-1589



LOÍZA: FESTIVAL MASKS



BOMBA & PLENA



Loíza



2007

Group Dynamics

- ***Assessment***
- ***Negotiation***

- ***Identifying Issues***
- ***Finding Solutions***

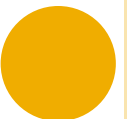
Problem Solving



PART 2.B. STUDENT COMMENTS



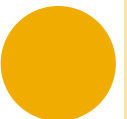
**San Germán
1573**



STUDENT COMMENTS

- “The information that I gained on this study tour is immeasurable. The experiences provided me with knowledge of a different culture. I learned the specifics of its people, values, government, beliefs and traditions. I do not feel as though all of this knowledge could be gained sitting in a classroom.”

- Megan Stenger 2001(Non-EOP)



STUDENT COMMENTS *CONT.*

- “I had the best time of my life [...]
- I would not change this experience for anything.
- It was truly a life changing experience and I am sure that you will enjoy it the same way!”

- Carmen Vargas 2012(EOP)



STUDENT COMMENTS *CONT.*

- “This trip was the best experience I ever had. I never did anything like this before.
- It was a great learning experience for me and I learned things about myself that were personal and I learned things about traveling and being in a different place.
- This trip was unforgettable and I learned how to take situations and look at things differently and in a new accepting way.”

- Shannon Sedor, 2012 (Non-EOP)



STUDENT COMMENTS *CONT.*

- “This has been, without a doubt, the best opportunity a college has given me up to this point, the most memorable one, and the most important. Someone close to me once said: “Experience is your best teacher.” I take that advice to heart. In the future, I will be able to say that the Buffalo State Study Tour to Puerto Rico was an experience that taught me numerous “essentials” when it comes to human interaction and compromise.”

– **Gregory Jaskowiak, 2001**
(Non-EOP)



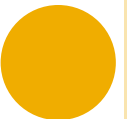
STUDENT COMMENTS

- “I experienced another culture on a one-on-one basis and it was wonderful. I want to travel all over the world now. I am more open to traveling frequently for a long period of time.”

– **Sharene Long, 2001**

- I now see life a little different and I value my education more.”

– **Jessica Wilson, 2007**



STUDENT COMMENTS *CONT.*

- “Every experience was unique and worth it.”

– Olga Valentín, 1994

(EOP)

- “This trip was worth every penny even though I had to add another loan to my records.”

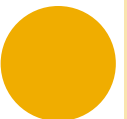
– Iván Rodríguez, 1996

(EOP)

- “Great Trip. I would definitely recommend it to anybody!”

– Jazzmyn Thannie, 2007

(EOP)



STUDENT COMMENTS CONT.

- [...] I felt empowered, inspired, and healed.
- Studying in Puerto Rico taught me to grow from my past and blossom into my future.

**– Maureen Vitali, 2012
(Non- EOP)**



STUDENT COMMENTS *CONT.*

- “The information that I gained on this study tour is immeasurable. The experiences provided me with knowledge of a different culture. I learned the specifics of its people, values, government, beliefs and traditions. I do not feel as though all of this knowledge could be gained sitting in a classroom.”

– **Megan Stenger, 2001**
(Non-EOP)



STUDENT COMMENTS *CONT.*

- “It gave me the experience to try to open and broaden my horizon for the future.”

– Christopher Beauvil, 2007

- “This tour allowed me to take charge over what I want to do and pay attention to what I need to do in order to get what I want in life and in my career to come.”

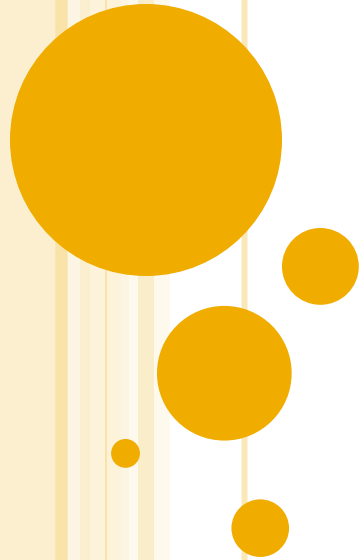
– Ramón López, 2007



PART 3

STUDY ABROAD

Profile





New Challenges

*“Great opportunity
for you to be both a
student and teacher
of
cultural
understanding
[in] our diverse
world.”*

STUDY ABROAD

- DOORS REPORT U.S.

- U.S. students studying abroad

2008/2009

• - 0.8 < 260,327

2010/11

• +1.3 > 273,996

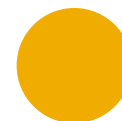
- Institute of International Education. (2012). "Profile of U.S. Study Abroad Students, 2000/01-2010/11." Open Doors Report on International Educational Exchange. Retrieved from <http://www.iie.org/opendoors> 13 Feb 2013;. ---. Open Doors 2009 & 2010 16 Feb 2011 & 11 Mar 2011 <http://www.iie.org/en/Research-and-Publications/Open-Doors>.



PROGRAM DURATION

Preference	2009/10	2010/11
Short-term (summer, January term or 8 weeks or less during the academic year)	56.6%	> 58.1%
Mid-length (one or two quarters or one semester)	39.4%	< 38.0%
Long-term (one academic or calendar year)	3.9%	3.9%

• Institute of International Education. (2012). "Profile of U.S. Study Abroad Students, 2000/01-2010/11." Open Doors Report on International Educational Exchange. Retrieved 13 Feb 2013 <http://www.iie.org/opendoors>; ---. Open Doors 2009 & 2010-11 Feb 2011 & 11 Mar 2011 <http://www.iie.org/en/Research-and-Publications/Open-Doors>.



LEADING DESTINATIONS

2009/10		2010/11	Total	% of Total	% Change
• 1 U. K.	32,683	• 1 U.K.	33,182	12.1%	> 1.5%
• 2 Italy	27,940	• 2 Italy	30,361	11.1%	> 8.7%
• 3 Spain	25,411	• 3 Spain	25, 965	9.5%	> 2.2%
• 4 France	17,161	• 4 France	17,019	6.2%	< 0.8%
• 5 China	13,910	• 5 China	14, 596	5.3%	> 4.9%
• 6 Australia	9,962	• 6 Australia	9,736	3.6%	< 2.3%

- Institute of International Education. (2012). "Profile of U.S. Study Abroad Students, 2000/01-2010/11." Open Doors Report on International Educational Exchange. Retrieved from <http://www.iie.org/opensdoors> 13 Feb 2013.



INCREASED DESTINATIONS TO NON-TRADITIONAL COUNTRIES

2009/2010

● Middle East 4,959

● Africa 14,738

● Asia 32,340

2010/2011

● Middle East > 4,997

● Africa < 14,087

● Asia < 32,081

● **Latin America < 39,871**

- Institute of International Education. (2012). "Profile of U.S. Study Abroad Students, 2000/01-2010/11." Open Doors Report on International Educational Exchange. Retrieved from <http://www.iie.org/opendoors> 13 Feb 2013.

PROFILE

- **Sex (2010/11)**

- 64.4% - Female

- 35.6% - Male

- **Level (2010/11)**

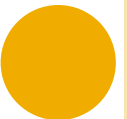
- 35.8 %: Junior year (-)



RACE & ETHNICITY

OPEN DOORS DATA

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WHAT MAKES THIS STUDY ABROAD DIFFERENT?

TYPICAL

- Students take classes at the Host Institution
- Students stay away for a longer period of time except brief programs that last two to six weeks
- If participating in exchange, courses are required in the native language of the country visited.
- Generally is more expensive
- Exchange option is available

PUERTO RICO

- Workshops are held at BSC for one semester prior to the trip
- Research and presentation on a topic of Puerto Rico is required before trip takes place
- Brief program in Puerto Rico (trip lasts only three weeks)
- Open Classroom concept in PR
- Students connect theory with actual experience, facts, and explicit and implicit knowledge
- Second least expensive study abroad program at Buffalo State College



Part 4. Findings

12 Year Study

1993-2012

A decorative graphic on the left side of the slide features several vertical stripes in shades of yellow and orange. Overlaid on these stripes are several solid orange circles of varying sizes. One large circle is positioned near the top left, with several smaller circles of different sizes scattered below and to its right. A single orange circle is also located in the bottom right corner of the slide.

STUDY TOUR TO PUERTO RICO

ADMISSION STATUS



GENDER



ETHNIC DISTRIBUTION

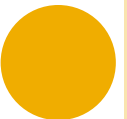


HISPANIC DISTRIBUTION



COURSE REGISTRATION

COMPLETED COURSE- 88/90



COURSE LEVEL ENROLLMENT & MOBILITY



MAJORS & MINORS



MAJOR CHANGE



MAJOR DISTRIBUTION



MINORS REPRESENTED



ENROLLMENT STATUS



GRADUATES & POST GRADUATES STUDIES*

* Completed Course



RETENTION RATE



ISOLATED COURSE GPA IMPACT



ACADEMIC STANDING AFTER COURSE TAKEN IN ISOLATION



COURSE IMPACT ON GPA



IMPACT IN GPA CONT.



COURSE COMPLETION



SUMMARY

- Most participating students were EOP (64, 71%)
- Females predominated (68, 76%) over males (22, 24%)
- Majority of students were Hispanic (51, 57%), followed by Black (21, 23%), Caucasian (12, 13%), Mixed (4, 5%) and Native American (2, 2%)
- Among Hispanic participants, Puerto Ricans (31, 61%) comprised largest enrollment
- Most participants were Junior and Senior of the total original enrollment (57, 63%), but excluding those who did not complete the course (57, 65%)



SUMMARY *CONT.*

- Wide range of majors (35), excluding uncommitted; and minors (20) represented
- Majority of students did not change intended major, (74, 84%)
- Students registered in the course in the summer session (36, 41%), but the majority registered the course with other courses during the spring semester (52, 59%)
- Most common majors were: Hospitality & Tourism (8), Humanities (8), Business Studies (6), Spanish (6), Elementary Education PK-6 (5), Psychology (5), Criminal Justice (4), Sociology (4), Broadcasting (3), Eng. Secondary Education (3), Political Science (3), Public Communication (3), Social Work (2), Uncommitted (2), etc.



SUMMARY *CONT.*

- Eighty one percent of participants that completed the course (71/88) retained a GPA above 2.50; required to participate in other study abroad, exchange and special programs (i.e. NSE)
- Student GPA increased as a result of participation in the STPR (2.87)
- The College attrition rate of participants was 14, 16%, leaving a retention rate for the total registered at 76 (84%)
- Eighty eight (98%) students completed the program while only 2 (2%) did not



SUMMARY *CONT.*

- Of a total of 88 who completed the program, seventy graduated (80%) utilizing the study tour to fulfill their academic requirements
- Of those who graduated, 21(20%) are known to have pursued graduate studies – the rate may be higher
- In 12 years, students have highly recommended the program to prospective students consistently



STUDYING ABROAD

- "The conventional wisdom is that students who are at risk should be discouraged from studying abroad altogether," Rubin said. "But this suggests that study abroad can actually be an intervention to enhance the success for college students who are at-risk. Rather than derailing them, rather than diverting them, it actually focuses them." - *Don Rubin*

- Don Rubin, Professor Emeritus of Speech Communication at the U Georgia; Research Director for GLOSSARI-the Georgia Learning Outcomes of Students Studying Abroad Research Initiative (USA TODAY® 14 July 2010). See Redden, Elizabeth "Academic Outcomes of Study Abroad". *Inside Higher Education*. Web. July 13, 2010 -3:00am
<<http://www.insidehighered.com/news/2010/07/13/abroad#ixzz2NQwvW0GtInsideHigherEd>>.



WHAT'S NEXT?



SUPPLEMENTAL INFORMATION



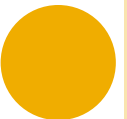
Courtesy of Ramón López
2007



ACKNOWLEDGMENTS

- **Program**

- Former Participants
- Faculty & Staff
 - Lecturers
 - Faculty Evaluators
 - Director's Assistants
 - Clerical Staff
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- Deans of University College
- Presidents of Buffalo State College
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 - Profit and Non-for-Profit Organizations & Companies
 - Family Hosts
- Puerto Rico Tourism Co.



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- **Photos**

- Former participants including:
 - Janice Andrews, 2007
 - Christopher Beauvil, 2007
 - Elisa Molina, 2005
 - Olguita Valentin, 1994
- Puerto Rico MAP Puerto Rico.com, 2008 <<http://www.puertorico.com/map/>>/
- NASA
- Photographer:
 - [Frank Borges LLosa](#) at <frankly.com>.
- PLATO <http://www.globaled.us/plato/discrimination_hispam.html> 2008
- Puerto Rico.com <<http://www.puertorico.com/map/>>.
- Rondalla Group, Courtesy of Prof. Jorge Camacho, Director, Rondalla de Humacao
- Travel and Sports®2003
- Baby Turtles. Pictures powered by Google <<http://pictures.com/s?q=turtles#pg=2>>;
< http://www.tumblr.com/tagged/baby%20turtles?language=fr_FR>. 5 Mar 2013

- **Post Card Picture**

- Ramón López, 2007



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- Muriel A. Moore [Howard], Ph.D., Former President of Buffalo State College, "Inaugural Address." Rockwell Hall, Buffalo State College. 25 Oct 1996.
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<<http://www.insidehighered.com/news/2010/07/13/abroad#ixzz2NQWvW0GtInsideHigherEd>>.
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