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# A Diversity Initiative in Global Education for First-Generation Students

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# A Diversity Initiative in Global Education for First-Generation Students

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Jessica Paige Greenbaum  
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# Table of Contents

Introduction.....	1
Program Overview .....	2
Program Rationale .....	2
The University of Colorado Denver.....	4
Needs Assessment.....	6
Literature Review.....	13
Painting a picture .....	13
Who are First-Generation College Students?.....	13
Social Capital .....	15
Barriers to Study Abroad .....	16
Recommendations from the Experts .....	19
Theoretical Foundations.....	23
Self-Authorship.....	23
Social Modeling and Self-Efficacy .....	24
Program Description .....	25
Goals and Objectives .....	26
Program Goal .....	26
Program Objectives.....	26
Participant Goal .....	26
Participant Objectives .....	27
Program Components.....	27
Staffing.....	33
Budget and Budget Notes .....	34
Evaluation Plan .....	35
Evaluation of Program Goals and Objectives .....	35
Evaluation of Participant Goals and Objectives .....	36
Conclusion and Implications.....	36
Bibliography .....	38
APPENDICES .....	41
Appendix A: Student Interview Questions and Responses.....	42
Appendix B: EOP Executive Director Interview Questions and Responses .....	51
Appendix C: Timeline.....	52
Appendix D: Sample Workshop Flier.....	56
Appendix E: Global Education Spotlight.....	57

## Introduction

Our world is becoming ever smaller as businesses and organizations are striving to go “global” and social networking sites inform us instantly about events that are taking place halfway across the world. Graduates who have gained intercultural competence through international exposure will make it to the top of the applicant pool, while those with little or no international experience will find less opportunity for employment and promotion. According to Eileen B. Wilson-Oyelaran, president of Kalamazoo College, “more and more, work will require the capacity to operate both internationally and cross-culturally” (2011). One goal of higher education is to produce a workforce that will satisfy current trends in employment. Therefore, it is beneficial for American universities to provide opportunities for all students that meet the needs of current employers, and that includes the support and encouragement of a study abroad experience.

Most students who study abroad have parents who have gone to college and understand the benefits of spending a semester or year in another country. For many of these parents, their child going abroad seems like a complementary component to an undergraduate education as they understand the extrinsic and intrinsic benefits of a global experience. These parents are perhaps more able to support and advise their children both financially and emotionally through each step from choosing a program to the application process and finally to the airport to wish them luck in their host country. For the first-generation college student, studying abroad appears much more daunting as they may not have the same sort of support as their peers.

For the purpose of this paper, a “first-generation college student” is one in which neither parent received a degree beyond that of a high school diploma. I will use minorities, diversity, underrepresented, and first-generation students interchangeably as 60% of first-generation students are students of color. While each group has their own distinct reasons as to why they do

not go abroad, there is a lot of overlap. Initiatives directed towards ethnic minorities would be beneficial for many first-generation students and vice versa. These students may have never left the country before, much less their own state. Navigating their university may have been tough enough and adding the extra challenge to go abroad may seem too overwhelming or frivolous. They cannot turn to their parents because their parents may not understand the benefits or process to study abroad, so they must depend on university faculty and staff to assist them through each step.

## **Program Overview**

The Diversity Initiative in Global Education for First-Generation Students is an institution-wide program designed to increase awareness and ultimately participation by first-generation college students in education abroad at CU Denver. The year-long program includes relationship-building between the various offices that work with underrepresented students and Global Education, workshops designed to increase student, staff, and faculty knowledge of academic programs abroad and scholarships, and harnessing the power of peers to influence students to make study abroad a necessary component to their college career.

## **Program Rationale**

Kuh (2008) considers study abroad among a “life changing” experience and one of five “high engagement” activities a student can partake in while at university:

Such an undergraduate experience deepens learning and brings one’s values and beliefs into awareness; it helps students develop the ability to take the measure of events and actions and put them in perspective. As a result, students better understand themselves in relation to others and the larger world, and they acquire the intellectual tools and ethical grounding to act with confidence for the betterment of the human condition.

Students who engage in study abroad are more likely to participate more frequently in educationally purposefully activities upon returning to their home campuses and report gaining

more from their overall college experience compared with other students who did not study abroad (2008).

Despite the fact that studying abroad has grown in popularity across campuses nationwide, the typical study abroad student has remained the same (Martinez, Marx & Ranjeet, 2009). The students who are most likely to partake in these “high impact” activities attend private, liberal arts colleges, are female and white, majored in the arts and humanities or social sciences, and have parents with higher levels of education (NSSE, 2007). According to the Institute of International Education’s 2011 Open Doors report, only 20% of American students participating in study abroad are people of color (IIE.Org, 2011). Between fall 2009 and summer 2010, about 280 CU Denver students ventured abroad, but only 16% of those students were students of color (Office of Institutional Research, 2010). To put this in perspective, the total enrollment of minorities at CU Denver is about 25% (University of Colorado, 2011). This stark gap between minority student enrollment is proof of the underrepresentation of minorities in education abroad. Ideally, I would like to see the percentage of minority students studying abroad reflect the minority student population at CU Denver.

In 2000, researchers at the University of Georgia began a ten-year longitudinal study, known as the GLOSSARI Project (Georgia Learning Outcomes of Students Studying Abroad Research Initiative), documenting the academic outcomes of study abroad across the 35-institution University System of Georgia. This was the only study of its kind proving the benefits of a study abroad experience on students. Ten years later, they found that students who engaged in education abroad had improved academic performance upon returning to their home campus, higher graduation rates, and improved knowledge of cultural practices in comparison to students in control groups. They also found that studying abroad helps, rather than hinders, academic

performance of at-risk students. This research connotes that the benefits of study abroad are not restricted to the elite students: success and growth indicators such as academic motivation, self-confidence, openness to other perspectives, and cross-cultural understanding show more significant growth for “average” students. Additionally, four-year graduation rates for non-white students who studied abroad were between 18 and 31 percent higher than those who did not (Redden, 2010).

University of California San Diego examined the graduation rates of the 2002 freshman class cohort comparing those who engaged in education abroad and those who stayed stateside. This was a seven-year quantitative study looking at the impact of study abroad on retention rates. Of first-generation college students who studied abroad, 8% more graduated within four years, 20% more graduated in five years, and 20% more graduated within six years in comparison to first-generation college students who did not study abroad (UC San Diego, 2009).

### **The University of Colorado Denver**

The University of Colorado Denver (CU Denver) is an urban campus right in the heart of downtown Denver with approximately 14,000 students. It has 13 schools and colleges with 119 degree programs. CU Denver differs from traditional campuses in that the average age is 26, many students are transfers from other colleges, and work part-time. CU Denver sits on the Auraria campus which holds not only CU Denver, but Metro State College and the Community College of Denver. The three schools share facilities such as the student center, a library, a recreation center, and many classrooms. Students from any school on the Auraria campus can take courses from the other colleges as well.

The Office of Global Education (OGE) provides study abroad support to CU Denver students and faculty. Currently, OGE consists of a Director, two study abroad coordinators, and four work-study students. OGE assists students to select the most appropriate study abroad

programs through one-on-one advising, workshops, and information sessions. The OGE staff has worked with more than 35 faculty members who lead students abroad on short-term Global Study programs.

In the 2011-2012 academic year OGE is administering about 20 short-term, faculty-led programs in 17 countries across four continents. The majority (roughly 78%) of CU Denver students who study abroad participate in CU Denver's short-term faculty-led programs as opposed to going with a third-party provider for a semester or year long experience. Additionally, most of these students in the short-term programs are graduate students majoring in Business or Liberal Arts.

One of the responsibilities I have in my position as the study abroad coordinator in the Office of Global Education at University of Colorado Denver is to work towards increasing the number of "underrepresented" students studying abroad. In doing so, I have met with the director of TriO programs as well as with several of the directors at the Office of Educational Opportunity Programs to discuss the benefits of having their students study abroad. TriO is a federally funded program found at over 900 colleges and universities that assist first-generation and low-income students navigate their college or university experience successfully. TriO's goal is to ensure retention among their supported students. According to the Council for Opportunity in Education (COE), "[m]ore than 2,900 TRiO projects currently serve more than 840,000 low-income Americans. Many programs serve students in grades six through 12. 37% of TRiO students are Whites, 35% are African-Americans, 19% are Hispanics, 4% are Native Americans, 4% are Asian-Americans, and 1% are listed as "Other," including multiracial students" (COE, 2011).

The Office of Educational Opportunity Programs (EOP) is focused on advising students and advocating for minorities at CU Denver. One of their goals is to also assist students in any way they can in order for them to complete their degree. Although EOP-supported students share one space, the office is divided by ethnicity and has a corresponding director (e.g. Asian American, Hispanic American, African American, American Indian). Oftentimes, the two offices work together as some students are served by both TriO Support Services and EOP.

## Needs Assessment

Over the course of two weeks in October 2011 I had the opportunity to conduct face-to-face and phone interviews with six first-generation college students. All six of these students had taken the leap to study abroad, and I was interested in learning from them the process leading up to their departure, the challenges they faced, how they overcame them, and about their experiences while overseas. I was also seeking their insight into why first generation students do not go abroad and what our office can do to make the process easier and more accessible. These six were exceptional students who do exceedingly well in school, are responsible, fill leadership roles while at university, take initiative, and are open to new ideas and experiences. For a list of questions and responses please refer to **Appendix A**.

Student	Gender	Year at CU Denver	Ethnic Background	Study Abroad Program
1	Male	Graduated 5/ 2011	Hispanic	3-Wk summer CU Denver Faculty-led in London
2	Male	Senior	Asian	Semester in Cyprus with 3 <sup>rd</sup> Party
3	Female	Junior	Hispanic	Semester in Tunisia with 3 <sup>rd</sup> Party
4	Male	Senior	Asian	5-Wk Summer in Costa Rica with 3 <sup>rd</sup> Party
5	Female	Junior	Hispanic	3-Wk summer CU Denver Faculty-led in China
6	Male	Junior	Caucasian	Academic-Year in Argentina with 3 <sup>rd</sup> Party

When asked what challenges they faced going abroad, all of the students indicated that money was the biggest hurdle. Most of the students I spoke with worked full or part-time while

they were in school in order to finance their own education and to help provide for their parents and others in their family. With their financial support, their families could make mortgage or rent payments, put food on the table, and pay healthcare costs. The students who supported their families planned for their overseas experience long in advance in order to be able to cover the costs of their program as well as the income that their families would lose while their child was away. For one student, when he discovered that scholarships for study abroad were available he felt inspired to seek out a program even though he did not know whether he would receive the award. Knowing that there was money out there to help students go abroad was enough motivation for him. Most first generation students are on financial aid of some kind and for those who are on state or other local scholarships find that some of these awards do not apply towards a study abroad experience until they have already begun the application process. Unless the student has found other means to support their program, they may withdraw their application and did not wish to continue.

Another challenge was having the confidence to believe that they were capable of going abroad. The idea of going abroad is foreign in itself. Similar to being the first in their families to navigate a university, a few of the students I spoke to claimed that first-generation students are fearful and doubt their ability to make the experience a reality. Many of these individuals also do not know others who have studied abroad who may be able to empathize with their concerns and guide them through the often complicated process of applying to a study abroad program. One of the students claimed, “[s]tudy abroad is something that happens to other people, people who don’t have to worry about other things” (Personal Communication, October 16, 2011). That student spent the first two years of college taking two classes a semester because she just wanted to get used to how college worked. It was intimidating and she wanted to simply learn how to

pass her classes. Once she felt as if she had conquered the intimidation of college she felt prepared to go abroad. She figured that if “they” could do it she could too. She now feels very successful in college as she has maintained a 4.0 throughout her college career.

The lack of knowledge about the experience came up several times in conversation with these students. A female student told me that prior to seeing a flier about our Maymester course in China with photos of CU Denver students she did not know that Americans were even allowed to go to China; she thought that it was too dangerous for them. Her family held the same concerns when she later expressed an interest in applying to the program. In several of the students’ cases, a faculty or staff member at CU Denver informed the students that this kind of experience was open to them. Two of the students I spoke with had done work-study in the Office of International Affairs and believe that if it was not for this exposure they would have never known about the chance to study abroad. I found that a few of these students needed and sought out encouragement and support not just from their families, but from university faculty and staff in the TriO, EOP, and OGE offices.

There were a few other challenges that were mentioned in the interviews such as language requirements that may have hindered them from applying to certain programs and their own schedules which dictated the duration of their program. One student stated that she did not feel comfortable being away from her family for an entire semester, so instead chose a faculty-led three-week course that gave her just enough exposure to a completely different culture. For others, they felt more pressure to pass their classes in Denver while trying to prepare for their upcoming program abroad. One student who studied for a semester in Cyprus claimed that the paperwork processing leading up to his departure abroad was incredibly tedious and complicated and took just as long as he spent on his study abroad experience.

I was curious to find out who were in these students' support networks. Did their families try to keep them in the States? Were their friends skeptical of the benefits of such an experience? Much to my surprise, all of the students I interviewed received a lot of support from their families, albeit with some concern that comes naturally when a child decides to leave their parents for an extended period of time to a faraway place. One student did not tell his parents until five days before he left because he was worried his parents would try to talk him out of it. Several of the students claimed that they would have gone with or without their family's support because they were paying for the experience on their own. They knew it would benefit them in the future. Many of the students I interviewed pointed to the director of the Office of Global Education as being high in their support network. They appreciated that he took the time to sit down with them and explain the process in a courteous and open manner. For others, it was the staff in the TriO office that brought the opportunity to their attention and provided close guidance throughout the application process from applying for a passport, to ensuring that they passed their classes in order to be able to go on their program the following semester. Two students indicated that faculty were in their support network and that they were the most supportive. It was the relationships that the students had formed with their faculty members that had made them feel comfortable enough to make the leap. It was the trust and credibility that the faculty members had gained from these students that had given them enough credibility in the students' eyes and belief in them that they could go for it. Overall, for these students, their parents provided emotional support throughout their application process even if they did not understand what they were doing or why were they doing it. The students sought out practical assistance from staff in the OGE, TriO, EOP, and faculty members to make their dream a reality.

Many of the students did not have any expectations as to what they would encounter while abroad which they felt made their experience even better. Two of the students expressed that they were seeking an experience unlike anything they had ever known. They wanted to immerse themselves in their new culture and expected to learn not only from their classes but through cultural osmosis.

Three of the students claimed that, as the only or one of the few minorities on the trip, they felt like an outsider and could not connect or relate to the other students on their program. Two of these students felt as if the other participants on their trip took the experience for granted and therefore did not take it seriously. These students expressed some bitterness towards the others because they were paying for their program on their own and felt that it was a personal investment they were making.

Overwhelmingly the consensus was that several offices across campus need to collaborate in order to promote study abroad and support interested underrepresented students. A male student who went on a CU Denver Maymester in London stated, “[f]or the sake of the students, the Educational Opportunity Programs, Global Education Office, Denver Transfer Initiative, case managers or counselors, student organizations, faculty, community, and family of the students need to be involved in the development of one single student” (Personal Communication, October 11, 2011). Each student I interviewed agreed that several departments need to be knowledgeable about the process of study abroad and relevant scholarships. This would allow information to be reinforced on many fronts. One student who received a lot of support from a faculty member recommended that more faculty learn about study abroad opportunities and the application process in order to better advise their students.

Another point that all of the students had made was that there should be more peer mentors who have studied abroad promoting the experience to all students because students are more likely to listen to their peers than any other group, especially those who hail from similar backgrounds. One TRiO peer mentor said that after he returned from his summer program in Costa Rica he told all of his friends and mentees about his experience to encourage them to go on their own. This student felt that sitting in a classroom in Denver could not be matched with the rich experience he had abroad. He suggested that the Office of Global Education should train peer mentors in TriO and EOP about study abroad basics to discuss in their mentoring sessions. One insight came from the student who studied in Costa Rica: he said that the TriO and EOP offices have their own distinct culture and community. If someone from an outside office came in, gave a presentation or workshop and left, none or very few students would listen. *Trust* is an exceedingly important component to getting students to listen and engage. If someone from OGE put in the time, energy, and genuine interest to get to know the students and to become a part of both communities then the students would be more likely to trust them and have an open ear. He also stated that if it was not for the fact that I disclosed in my e-mail that I was a first-generation college student, he would not have felt comfortable enough to speak with me.

Another recommendation was to create a study abroad scholarship at CU Denver for TriO students in order to lower the costs of a program, if even for one student. Others suggested visiting local community colleges and high schools in low-income neighborhoods to speak with classes or set up a table at fairs to promote the experience.

I also interviewed Angela Marquez, Executive Director of the Office of Diversity and Inclusion at CU Denver and serves as Director of Hispanic Educational Opportunity Programs and Outreach (For questions please refer to **Appendix B**). Angela's responsibility is to provide

minority students with support services, programming, connection to resources on and off campus, and graduate school exploration to ensure student retention and success. She was the first in her family to attend college. While she was in college, she did not even know that the opportunity to study abroad existed. Her perception was that wealthy kids went abroad. For her, it was an issue of affordability and lack of information about the opportunity. In advising sessions she will only bring up study abroad if the student mentions that they are interested in having an international experience.

According to Angela, some of the obstacles that first-generation college students face at their university are similar to those that they may face in order to go abroad: psychological readiness to function in a new culture, inability to call home to explain what they are going through because their families would not understand, and low self-confidence. Once students have gained that confidence and feel like they belong, they try harder. Many of the students Angela has seen have not even left Colorado or the mountain West. She tries to push students to at least venture beyond Colorado, but not so much abroad. She does, however, see study abroad as a good way to broaden their horizons, to see other cultures, learn on another level, and to get out of their comfort zone. Because she has not studied abroad herself and has not collaborated much with the OGE office in the past, she does not know very much about the experience. She knows what our office has told her about it. Angela echoed a claim by one of the first-generation students I interviewed in that *trust* is an incredibly important component to getting a student's attention. She brought up the idea of OGE holding office hours in the EOP office for a few hours every week. Students will develop trust when they see someone invested in learning more about them. The students will then in turn be more willing to listen and engage.

## Literature Review

### Painting a picture

Currently, participation rates of low-income, first generation college and minority students in study abroad programs are disproportionately low. Historically, minority and underrepresented students tend to gain more from engaging in educational purposeful activities than majority students. However, some groups of historically underserved students are less likely to participate in “high-engagement activities” such as a learning community, a research project with a faculty member, study abroad, or a culminating senior experience. First-generation students and African American students are particularly less likely to participate in such activities (NSSE, 2007; Kuh, 2008).

### Who are First-Generation College Students?

Nationally, 34% of undergraduates at institutions that grant bachelor degrees or higher are first-generation students. (NCES, 2010). According to the National Center for Education Statistics (2010), first-generation college students are more likely to:

- attend college part-time
- be female
- be a student of color
- be independent from their parents
- have dependents
- be married
- be older than the “traditional” undergraduate age (24 or older)
- have an income of \$30,000 or less
- work full-time (35 hours or more)
- attend a public-institution

With these points in mind, first-generation students are a mixed bag: not all first-generation college students are students of color and socio-economic status is not a perfect indicator of first-generation status. They are a heterogeneous group with distinct needs and particularities (Tolan, Sweeney & Browne, 2011). The primary unifying feature that distinguishes first generation students from later-generation college students is they are more likely to lack an example of the

college student role. First-generation students “are disproportionately overrepresented in the most disadvantaged racial, income, and gender groups, and thereby inhabit intersecting sites of oppression that uniquely position them within this broader context of educational stratification” (Lohfink & Paulsen, 2005).

Due to multiple obligations outside of college, such as family or work, low-income and first-generation students are less likely to be engaged in the academic and social experiences that lead to success in college, such as studying in groups, interacting with faculty and other students, using support services, and participating in extracurricular activities (Engle & Tinto, 2008). Extracurricular involvement has proven to have significant positive effects on critical thinking, degree plans, and a feeling of control over academic success. Lower levels of academic and social integration among this population are inextricably linked to finances and financial aid. On account of a lack of resources, low-income, first-generation students are more likely to live and work off-campus and to take classes part-time while working fulltime, limiting the amount of time they spend on campus (Engle & Tinto, 2008; Pascarella, Pierson, Wolniak, Terenzini, 2004). They are also more likely to drop out of college than their peers from more educated backgrounds (Fentress & Callopy, 2011).

Much like W.E.B. DuBois wrote in *The Soul of Black Folk*, low-income and first-generation college students have a sort of “double consciousness”. They are able to move freely between the culture of their own community and the culture on campus, with the ability to view themselves from either perspective. Because low-income and first-generation college students are living two identities, gaining an academic degree may marginalize and isolate them from their culture of origin (Tolan et al., 2011). In turn, they may abandon academic pursuits and the associated higher class in favor of that of their more familiar culture (Fentress & Callopy, 2011).

First generation and low-income students view a college degree as vocational training and as a conduit to receiving a better paying job compared to a high school diploma (Billson & Terry, 1982, as cited in Tolan et al., 2011). According to Chen (as cited in Parsons, 2006, p. 10) first-generation college students choose majors that tend to be under-represented in study abroad programs. The top two majors for first-generation college students are business and health science/services. First-generation college students are also more likely to major in a vocational or technical field than are their peers (2005).

### **Social Capital**

Pascarella et al. (2004) defines *social capital* as, “a form of capital that resides in relationships among individuals that facilitate transaction and the transmission of different resources.” Once a first-generation student crosses into the realm of the university, the social capital that they once had within their own communities is no longer functional. Students with college-educated parents have better access to human and cultural capital through family relationships that helps that student succeed at university. Individuals with highly educated parents may have a distinct advantage over first-generation students in understanding the culture of higher education and its role in personal development and socioeconomic attainment. Consequently, first-generation students may be less prepared than students whose parents are college educated to make the kinds of informed choices during college that potentially maximize benefits at their experience at their college or university. These informed choices can include deciding on courses, using effective study strategies, and knowing about opportunities offered on campus. As a result, first-generation students may have a comparatively less influential collegiate experience, and perhaps even lower levels of growth in the cognitive, psychosocial, and status attainment-oriented outcomes of college than their later generation peers (Pascarella et al., 2004).

Social capital gained through extracurricular and peer involvement during college may be a particularly useful way for first-generation students to acquire the additional cultural capital that will help them succeed academically. Extracurricular or peer involvement may expose first-generation students to classmates with a better understanding of how to succeed in, and maximize the benefit they receive from, college. In a way, university staff, faculty, and peers can act as "cultural brokers", or as their social capital, that let first-generation students into the campus social network (Fentress & Callopy, 2011). The knowledge and skills that they gain through their new social capital may be less familiar to first-generation students, and therefore more valuable in terms of its contribution to their academic success and intellectual growth (Pascarella et. al., 2004).

### **Barriers to Study Abroad**

In *AED's Colloquium on Diversity in Education Abroad*, Nicole Norfles (2006), then the Director of Practice and Innovation at the Council for Opportunity in Education, describes the results of three different studies that were conducted between 2002 and 2005. The first study, conducted in 2002, requested input from TRiO college-level staff who serve low-income and first-generation college students. The second and third studies, done in 2004 and 2005, sought input from college-level students from the TRiO programs. It was expected that insight from these students and those that serve them would contribute information on how to advance study abroad opportunities (Norfles, 2006).

The barriers to study abroad as perceived by TRiO directors were cost, lack of information, family constraints, and individual limitations (not including language). However, the limitations of TRiO staff may also be a constraint. Some professionals, often the key source of information for students, felt that studying abroad was not a priority or a concern. The main focus was solely to get the student to graduate from college. In these cases, some of these

individuals may limit the information and support provided to students and staff regarding study abroad, or understate the importance of study abroad and other internationalization efforts.

In fact, in the 2007 report of the National Survey of Student Engagement, which surveyed nearly 300,000 students at approximately 590 universities, states “two fifths of students (35% first-year students, 42% seniors) said that their advisor did not provide information about various educational options such as study abroad or national and international exchange programs” (NSSE, 2007).

With the exception of Native Americans, the majority of minority respondents, nearly two-thirds, had an interest in participating in a study abroad opportunity. Student respondents identified six limits to their studying abroad: (1) financial and foregone income, (2) lack of information, (3) family responsibility, (4) work responsibility, (5) course major, and (6) language (Norfles, 2006).

Lack of information can have an impact on all of the issues; for instance, the problem of limited finances is compounded when students are unaware of financial aid resources. More than half of the three minority racial/ethnic groups responded that they had no awareness of financial aid availability and use for study abroad (Norfles, 2006). These students do not necessarily see these commitments as investments in their futures but rather as immediate expenses (Martinez, et al, 2009). Students also see the study abroad experience interrupting their undergraduate studies and delaying their time to graduate and delay in graduating means greater college costs. Lack of information also has an impact on students’ fear and concerns about safety. Student’s understanding of foreign countries was often limited to what was in the news. Students were also concerned about prejudice, racism, and the unknown (Dessoff, 2006; Norfles, 2006). And

concerns about safety are closely linked with fears of war and students' limited awareness of the world (Norfle, 2006).

In Alan Dessoiff's (2006) *Who's NOT Going Abroad?*, Lewis Fortner, Associate Dean of Students and the Academic Director of Study Abroad at the University of Chicago states that,

Overseas travel is not a part of the family culture, and the educational value of serious time spent abroad is not taken as a given. For a first-generation college student counseled to view his or her education in narrowly pre-professional terms, a term spent learning Italian in Italy or something like that can seem low-yield, even frivolous. Many minority students confront "a significant psychological barrier" to study abroad. While many or most non-minority students, especially those from middle-class, education-oriented homes, view overseas study as 'normal and desirable;' it can seem 'an elusive opportunity, utterly out of reach and even inappropriate' to students from working-class or impoverished backgrounds, minority and non-minority alike, and their families.

Often, with the absence of family or peer role-models who have participated in study abroad programs, low-income and first-generation college students do not always understand that such experiences are not only academically and personally enriching, but can also prove to be the experience that opens doors to future employment and educational opportunities. It is often difficult for them to think about taking the time to study abroad for a semester or a year because their major concerns are their immediate needs to meet expenses and survive in college. Consequently, many of these students do not seek out or apply to available study abroad opportunities (Martinez et. al., 2009). Much like the application process to college, the application procedure for a study abroad experience and the pre-departure aspects of going overseas can be a daunting endeavor, involving an excessive amount of paperwork and extensive planning (2009).

Some additional explanations for minority underrepresentation in study abroad include "lack of previous experience in study abroad, including the absence of mentors who had had an

international experience...[and] poor media representation of students of color in study abroad materials” (Wilson-Oyelaran, 2011).

### **Recommendations from the Experts**

I have identified several common recommendations in the literature on first-generation students as well as those on minority students in study abroad. The strategies used for increasing first-generation college student participation will also be beneficial for “traditional” students as well (Thayer, 2000).

Martinez et al. at the University of Connecticut began their own diversity in study abroad initiative several years ago focusing on first-generation and low-income students. Within their chapter titled *Creating Study Abroad Opportunities for First-Generation College Students*, they pointedly state,

[d]iversity initiatives instituted over the past decade and the realities of a culturally diverse nation have led to a steady rise in the admission to college of students from increasingly different backgrounds, including low-income and first-generation college students. Such initiatives, however, cannot stop upon admission to the university or be solely focused on retention of students once admitted. In order to equitably serve these students, universities must design and promote programs that meet their needs and interests (Martinez et. al, 2009).

#### ***Network, outreach, and partner with professionals that serve low-income, first-generation, and minority students***

Dialogues about study abroad options have become part of the student support services advising practices. These advising policies and practices are specifically designed to create a culture within the student support services office that values study abroad experiences as vital to global citizenship (Martinez et. al, 2009). The State University of New York’s (SUNY) New Paltz won the Diversity Education Abroad Network Best Practices Award in 2011 for their work in diversifying their study abroad student population. One of their points within their initiative

was establishing a “liaison in each department to act as a go-to person for students and staff” (Diversity in Global Education Network, 2011).

### ***Start early***

Meet with students before they even begin classes at their university. As part of the pre-collegiate experience former Student Support Services students, who have participated in a study abroad experience, can give presentations about their experiences at high school to college bridge programs, or first-year seminars. Presenters will share their first-generation and underrepresented status and study abroad will become seemingly more attainable (Martinez et al., 2009). Increasing first-generation college students' participation in study abroad must begin as soon as students come to campus such as through a first-year seminar (Martinez et al., 2009).

### ***Make the process of studying abroad easier and more apparent***

First-generation college students, as well as many of their later-generation peers, need to be aware of the structure of the university, available programs, and sources of support. Unspoken rules of higher education also need to be made apparent. Face-to-face, paper, and technology-based resources should all be considered. Address the needs of each population with regard to financial aid, information, etc (Norfles, 2006; Martinez et al., 2009; Fentress & Callopy, 2011).

Most families of first-generation college students do not sit around the dinner table discussing study abroad experiences nor do they talk about global citizenship as an educational goal. Hence, there is a lack of participation among these students in study abroad fairs and similar events. Student support services staff at the University of Connecticut have instituted advising practices that encourage and advocate for study abroad among low-income and first generation college students creating a culture within their learning communities that values the importance of these experiences equally for all students (Martinez et al., 2009).

### ***Channel the power of peer support***

The single most powerful source of influence on the undergraduate student's academic and personal development is their peer group. In particular, the amount of interaction among peers has far-reaching effects on nearly all areas of student learning and development.

Student-student interaction had its strongest positive effects on leadership development, overall academic development, self-reported growth in problem-solving skills, critical thinking skills, and cultural awareness. Student-student interaction also had positive correlations with all satisfaction outcomes except facilities. Student-student interaction had negative effects on feeling depressed and on the beliefs that the individual cannot change society, and that the principal value of a college education is to increase one's earning power (Astin, 1993; Dennis, Phinney & Chuateco, 2005).

Generally speaking, students tend to change their values, behavior, and academic plans in the direction of the dominant orientation of their peer group. In addition, the values, attitudes, self-concept, and socioeconomic status of the peer group are much more important determinants of how individual students will develop than are the peer groups abilities, religious orientation, or racial composition (Astin, 1993).

Students who have gone on study abroad programs, once they return to their home campus, should use their experience to mentor low-income and first-generation students to assist them through the application process (Diversity in Global Education Network, 2011; Martinez et al., 2009; Norfles, 2006).

### ***Utilize the benefits of faculty support***

Among other things, Astin (1993) found that the sheer amount of interaction between the individual student and the faculty has widespread effects on student development. As would be

expected, overall student-faculty interaction has its strongest positive correlations with satisfaction with faculty. It also has positive effects on all other areas of student satisfaction, but especially with the quality of instruction and the overall college experience. Student-faculty interaction also has significant positive correlations with every academic attainment outcome: college GPA, degree attainment, graduating with honors, and enrollment in graduate or professional school (Astin, 1993). Student-faculty interaction also has positive correlations with every area of intellectual and personal growth, as well as with three life goals: promoting racial understanding, participating in programs to clean up the environment, and making a theoretical contribution to science. By contrast, this involvement measure has negative effects on the belief that the principal value of a college education is to increase one's earning power (Astin, 1993; Fentress & Callopy, 2011). First-generation college students were also more likely to graduate if they were engaged in academic activities, especially those involving interactions with faculty (Lohfink & Paulsen, 2005).

### *Offer short-term programs*

A short-term program is any program that is eight weeks or less in length. The necessity of income from work demonstrates the benefits of short-term study programs for working students (Norfles, 2006). Short-term study abroad programs have gained in popularity especially for those who do not want to study abroad for an entire semester or who are financially unable to do so (Dessoiff, 2006). Going on their first trip abroad, even if it's short helps them get over the fear of the unknown and can have a critical impact on a student's life (Dessoiff, 2006).

The length of time spent overseas did not make a difference in the frequency with which students used deep learning approaches after returning to their campus or their self-reported gains. This suggests that there is value in increasing the number of short-term cross-cultural or "study away" opportunities for students who for some reason cannot be away from their home

institution for an extended period of time (NSSE, 2007). Oftentimes, the short-term programs available to the student are two to three week faculty-led winter or summer programs. Students familiar with the faculty are more likely to participate on that trip.

### *Gain family support*

Although first-generation college students' families tend to have little contact with universities, they influence their students' success. Their families may not contribute in traditional ways, for example paying tuition, traveling to parents' weekend, advising on majors and collegiate life. However, families can serve as important motivators, emotional supporters, and role models. Universities can ensure first-generation college student families feel welcome and have positive avenues of communication with the university. This could bolster an important source of support and lessen potential identity dissonance (Fentress & Callopy, 2011).

Getting family support among first-generation college students is critical in their decision-making processes. In particular, many family members are very worried about their children traveling and therefore it is crucial to institute a number of policies and/or procedures to address these issues. Parents should be invited to participate in all pre-departure orientations and encouraged to discuss any concerns they might have with the faculty adviser (Martinez et. al., 2009; Diversity in Global Education Network, 2011).

## **Theoretical Foundations**

### **Self-Authorship**

Self-authorship, as defined by Baxter Magolda is, “the ability to collect, interpret, and analyze information and reflect on one’s own beliefs in order to form judgments” (1998). It requires the evaluation of one’s own values and beliefs and constructing a reasonable perspective as a result. While at university, students learn how to explore multiple perspectives, respect

diverse views, think independently, and establish and defend their own informed views (Baxter Magolda, 2003).

Education in the United States is geared towards fostering critical thinking, particularly at colleges and universities, so that students can create informed personal points of view. For a first-generation college student, reflecting upon and forming their own ideas separate of their home communities may be a struggle. Internalizing the belief that they are able to complete a college course much less an entire university degree will appear overwhelming. Students will need to re-define who they are as a student, what that means, and what would support that role in order to accomplish such feats such as studying abroad.

Transforming educational practice to emphasize the self as central to knowledge construction is essential for ensuring that higher education programs, services, and policies positively impact all students' learning (Baxter Magolda, 2003). Student affairs and on campus staff need to identify learning goals, assess students' capabilities related to the goals, offer a developmentally oriented process through which to meet them, provide support to students to meet the goals, and evaluate students' progress on the plan (King & Baxter Magolda, 1996). King and Baxter Magolda were referring specifically to student affairs professionals, but all parties on campus should adapt their practices to assist in personal and independent belief and values, including the study abroad office.

### **Social Modeling and Self-Efficacy**

Human competency requires not only skills, but also self-belief in one's capability to use those skills well. Self-efficacy refers to the belief in the ability to accomplish a task or goal. First-generation college students may not approach the idea of studying abroad simply because they do not believe that they are capable of going on such an experience. One of the ways that self-efficacy can be established is through effective modeling. Bandura states that, "modeling

affects self-efficacy beliefs through a social comparison process. People partly judge their capabilities in comparison with others. Seeing people similar to oneself succeed by sustained effort raises observers' beliefs about their own capabilities” (1988). In this way, first-generation college students will more readily adopt the idea that they can study abroad if they see others similar to themselves who have gone abroad, such as through peer mentors. It would then be easier for first-generation students to envision themselves on such an experience.

If students receive realistic encouragements and from peer mentors, faculty, and staff that lead them to exert greater effort are more likely to bring success than if people are troubled by self-doubts. Successful motivators and efficacy builders do more than provide words of encouragement, they assist in small tasks that help bring about success, such as applying for a scholarship, or even just attending an advising session.

Ultimately, once a student accomplishes the goal of participating in a study abroad experience, they will have gained more self-efficacy to overcome greater obstacles and attain grander goals in their future.

## **Program Description**

The Diversity Initiative is a program geared towards raising awareness of study abroad and the benefits that come from such an experience while strengthening the ties between the Office of Global Education, TriO Student Support Services, and Educational Opportunity Programs.

Upon reviewing the results of the needs assessment and literature review, each component within the initiative was created to meet the needs of first-generation students at CU Denver in order to get them abroad. Because an initiative such as this cannot be an overnight fix and must include many players, the initiative will be framed between July 2012 and June 2013 as

it will be a year-long effort that can be adjusted and replicated from year to year according to the needs of the students and the offices that will be performing the functions within.

## **Goals and Objectives**

### **Program Goal**

The goal of the Global Education Diversity Initiative for First-Generation College Students is to provide a framework for increasing the number of first-generation college students at CU Denver who are more knowledgeable about and are participating in study abroad experiences. The Initiative will begin in July 2012 and continue through July 2013 and can be adjusted and built upon each following academic year.

### **Program Objectives**

- Meet first-generation students where they are personally and physically on the CU Denver campus by offering pertinent information through face-to-face appointments, relevant workshops, and peer mentors in both EOP and TriO.
- Increase and strengthen collaboration and communication between the Educational Opportunity Programs office, TriO office, and the Office of Global Education so that they do not continue to function in isolation.
- Develop an awareness within the EOP, TriO and other offices about the benefits of study abroad and the opportunities that exist.
- Encourage faculty to present the opportunity to their students in advising sessions.
- Utilize past study abroad participants who are first-generation students to mentor potential students about the experience.
- To systematically review and evaluate the work within the Initiative with stakeholders' to ensure that the work being done meets the needs of first-generation students.

### **Participant Goal**

The goals for the Study Abroad Diversity Initiative for First-Generation College Students are to equip first-generation college students with knowledge about study abroad and applicable scholarships as well as to increase their confidence and motivation to seek out opportunities for international learning.

## Participant Objectives

- Strengthen participants' knowledge about the benefits of study abroad and the opportunities that exist.
- Develop an awareness of study abroad scholarships that can subsidize their experience.
- Increase confidence in first-generation students that they can study abroad and do so successfully.

## Program Components

Activity	Target Audience	Semester	Frequency
Study Abroad 101 Workshop with EOP Summer Bridge Students	Students	Summer	Twice
Study Abroad Scholarship and Financial Aid Workshop	Students	Fall/Spring	Two per semester
TriO Workshop	Students	Fall/Spring	Two to three per semester
Faculty & Staff Study Abroad Workshop	Faculty & Staff	Fall/Spring	One per semester
Student Affairs Conference	Faculty & Staff	Summer	Once
Career Services & OGE Workshop	Students	Fall/Spring	Once per semester
Meeting with EOP and TriO Staff	OGE, EOP, TriO Staff		Every two months
OGE Office Hours at EOP Office	EOP Staff and Students	Fall/Spring/Summer	Three hours/weekly
Student Organization Presentations on Study Abroad	Students	Fall/Spring	Three to five per semester
TriO and EOP Peer Mentor Training on Study Abroad	Students	Fall/Spring	One per semester
Develop \$1,000 Global Study scholarship for first-generation college student	Students	Spring/Summer	One per Maymester or Summer
Review and Revise OGE website	Students	Fall/Spring/Summer	Two to three times per semester
Study Abroad Fair	Students, Faculty, Staff	Fall/Spring	One per semester
CU Denver Open House	Students & Parents	Fall/Spring	One per semester
Study Abroad 101 Sheet for Parents, translated into Cantonese, Vietnamese & Spanish	Students & Parents	Fall	
High School and/or Community College Visit	Students, Staff, Faculty, & Parents	Fall & Spring	One or two per semester
Pre-Departure Orientation	Students & Parents	Fall, Spring, Summer	One per semester
OGE Workshop Evaluation Review	OGE Staff	Fall/Summer	Two to three per semester

The initiative's target student participants are first-generation college students at CU Denver. There will be no distinction of gender, sex, race/ethnicity, age, sexual orientation, or

socio-economic status. However, as stated above, the strategies that work for first-generation students also benefit those in other groups. While not all first-generation college students at CU Denver are supported by TriO or EOP, the efforts will begin within these offices. The second group that the initiative will be targeting is on-campus staff who work directly with first-generation and low-income students. The final group that the initiative will focus on is CU Denver faculty. For a detailed timeline of events, please refer to **Appendix C**.

OGE would like to begin tracking first-generation college students in order to see who is more likely to complete their application and who is not, where these students are going, the duration of their chosen programs, and most importantly, how many of these students are going abroad. In order to do so, OGE will place a question within their online application called “Studio abroad” that asks students to self-identify as a first-generation college student: “I am the first generation in my family to have gone to college” and they will then check a box for “Yes”, “No”, and “I don’t know.”

The following activities within the Diversity Initiative have been grouped according to the aforementioned expert recommendations.

***Network, outreach, and partner with professionals that serve low-income first-generation, and minority students***

The initiative will begin by first planning for directional priorities with the EOP and TriO offices in the upcoming future. Throughout the year, OGE, TriO, and EOP offices will meet twice a month to ensure that student needs are met and to evaluate where the initiative is headed.

Beyond the EOP and TriO offices, OGE will collaborate with career services to provide two workshops during the academic year on how studying abroad can enhance their chances of employment after they graduate from CU Denver. Additionally, OGE will continue its

relationship with the financial aid and scholarship offices to streamline practices and ensure that their offices understand our procedures and vice versa.

### ***Start early***

The Office of Global Education and EOP will collaborate to present an information session on study abroad and its benefits to the EOP Summer Bridge program.

Next, OGE will begin developing a first-year seminar discussing global opportunities using film, maps, and other multi-media to intrigue students and inform them about study abroad opportunities. Although, in general, most students who study abroad are juniors it is imperative to plant the seed as early as possible in order for students to plan their academic career for the next four years.

### ***Peer support***

OGE will collaborate with EOP and TriO to train peer mentors within EOP and TriO about studying abroad and relevant scholarships so they can provide this information to their mentees. The peer mentors within these offices are volunteers who have taken an interest in helping other students navigate the university and assist in making positive decisions towards their success.

The peer mentors within the OGE office will be trained on issues related to first-generation and low-income students. These peer mentors are study abroad alums and are employed by the Office of Global Education to advise students planning on participating on a studying abroad experience. The OGE peer mentors assist the study abroad coordinators with all workshops, information sessions, and recruitment events.

### ***Faculty and staff support***

The Director of Global Education will provide study abroad workshops twice during the academic year for advisors in all CU Denver colleges to ensure that they know the necessary

procedures for getting a student abroad along with funding options. The faculty participating will be those who already have a relationship with the Global Education Office.

In July 2012, the Vice Chancellor of Student Affairs will be holding a conference of Student Affairs professionals on the CU Denver campus. His goal is that each office will present the work that they are doing at the university to support CU Denver students and inform the campus community of that work. His goal is also to create partnerships across the student affairs departments. OGE hopes to be one of the offices that will present at this conference, hopefully along with TriO and/or EOP.

### ***Short-term programs***

Because most first-generation students are working while attending university it seems most feasible to promote our faculty-led winterim, Maymester and summer short-term programs. It is easier for these students to take off of work for 2-3 1/2 weeks as opposed to foregoing an entire semester's or academic year's worth of earnings. Also, if the student is going on a faculty-led program with a professor they are familiar with and trust their parents are more likely to support their choice to go abroad on that program. As these are the most popular programs among CU Denver students because they fit within their schedules and are relatively inexpensive, OGE will continue to work with faculty to develop programs that meet the needs and interests of our students.

### ***Gain family support***

With the help of student volunteers fluent in Vietnamese, Spanish, or Cantonese OGE will translate a "Study Abroad 101" handout. Staff at OGE selected these three languages because Angela Marquez suggested them as three languages most spoken by CU Denver students, besides English. The handout will be drafted by the staff at OGE to provide to parents whose native language is not English explaining the process of studying abroad as well as the

benefits. This handout will be placed on the OGE, TriO and EOP websites as well as distributed at future Open Houses and other events where parents may be present. OGE will offer its usual fall pre-departure orientation around this time for those participating in third-party provider programs. A study abroad coordinator and student peer mentor within the Office of Global Education typically facilitate these orientations. We will invite parents to attend and field any questions that they may have.

***Make the process of studying abroad easier and more apparent***

In an effort to get the most student participation in the workshops and information sessions marketing efforts will take shape in several forms. Student peer mentors from OGE will create a flier for each workshop a month prior to the event detailing the time, day, place and a brief explanation of what to expect. For those with smart phones, at the bottom of each flier will be a QR code so that students can scan the code and be directed to the Office of Global Education website (<http://www.ucdenver.edu/studyabroad/>) or to the EventBrite site (<http://www.eventbrite.com/>) in order to RSVP. Otherwise, this information will be printed on the flier. These fliers will be distributed around the OGE, TriO, and EOP offices to various staff and peer mentors. For a sample flier see **Appendix D**.

As OGE will have a Facebook page up and running, the event will be posted a month prior to the workshop or information session with reminders every week. There will also be a link to the Eventbrite site in order to gauge how many people will attend.

OGE puts out a bi-weekly “Spotlight” bulletin briefly describing our faculty-led programs, information on studying abroad, scholarship deadlines, and upcoming events. The bulletin is e-mailed to students on a maintained mailing list, various faculty, academic advisers, and staff around campus. Similar newsletters are distributed by the TriO and EOP offices and the events will be placed in those as well. For a sample bulletin see **Appendix E**.

Lastly, these events will be listed on the main OGE site, the EOP and TriO websites, as well as the CU Denver Student Life events page.

Providing information sessions and workshops are only a few of the ways in which OGE, EOP, and TriO can inform first-generation students about studying abroad, scholarships that they can receive, and the benefits from having such an experience. Built into the initiative are several other venues to market and recruit students to study abroad:

- The Office of Global Education will make changes to the way we market ourselves on the web: updating our website to include photos of more minority students as well as providing a clear step-by-step path to going abroad.
- An OGE study abroad coordinator will be placed within the EOP office for three hours per week to provide one on one advising and information about study abroad and scholarships.
- An OGE study abroad coordinator along with a study abroad alum from EOP or TriO will visit several student groups on campus to provide information on study abroad and scholarships. The student will present their experience abroad and disclose how they funded it.
- Visit high school and community college fairs to provide information on the opportunities to study abroad and scholarships at CU Denver.
- OGE study abroad coordinator and peer mentor will have a table at CU Denver's fall and spring Open House.

## Staffing

No additional staff will be required to implement the Diversity Initiative for First-Generation College Students. The Diversity Initiative is a collaboration between the Office of Global Education, TriO programs, and Educational Opportunity Programs. The Office of Global Education will take the lead in planning the programs within the initiative, but not without the guidance and support of the two other partners. Half of my duties as a study abroad coordinator at CU Denver is to diversify the student population that is studying abroad. This initiative will simply be an extension of those duties. OGE, TriO, and EOP will be responsible for promoting and marketing workshops within the initiative. Peer mentors from both offices will be greatly utilized to present their experience at all workshops and information sessions and disclose, if any, the scholarships that they received.

## Budget and Budget Notes

Budget for Diversity Initiative	Fixed Costs	Variable Costs	Quantity	Units	Total
<b>Expenses</b>					
<b>Staffing</b>					
					<b>Assumptions</b>
					Workshops
					11
Study Abroad Coordinator	\$0	\$0		Program	\$0
<b>Program Materials</b>					
Printed Fliers for Workshops & Information Sessions		\$0.25	330	Fliers/Wrksp	\$82.50
Translated Study Abroad 101 Fliers		\$0.25	300	Fliers	\$75.00
Food provided @ Workshops		\$3.00	110	Participant/Wrkshp	\$330.00
Printed Questionnaires @ Workshops and Information		\$0.25	110	Qstnres/Wkrshp	\$27.50
<b>Miscellaneous</b>					
Designated TRiO Scholarship	\$1,000			/Program	\$1,000
<b>Total Program Costs</b>					<b>\$1,515</b>

As there is already a study abroad coordinator that has been designated to facilitate the initiative there will be no need to hire any new staff. In order to market for the upcoming workshops and information sessions fliers will need to be printed. The quantity and cost above is only an estimate for the cost per flier and the number of fliers that will be printed. Occasionally, the OGE office likes to have food at their workshops and information sessions and announces such as a way to attract more participants. We will work on the assumption that there will be, on average, ten students per workshop or information session. That same assumption will be used in reference to the number of questionnaires that will be needed per workshop or information session. Lastly, there will be a designated scholarship for a TriO student applying to one of CU Denver's faculty-led Global Study programs. This budget is contingent upon "development" funds within OGE. OGE has also applied for the University of Colorado Diversity Excellence

Grant detailing many of the items above. The grant will fund most of the initiatives with funds matched by OGE.

## **Evaluation Plan**

Assessment of the effectiveness of the initiative will be ongoing as there have been evaluation tools built in throughout the year. In early August 2012 OGE, EOP, and TriO will design a questionnaire that will be distributed at the end of every information session and workshop to assess the information presented. The questionnaire will have questions regarding the usefulness and relevancy of the workshop or information session. It will also ask if there was any content that was lacking from the presentations. The responses to these evaluations will be discussed and reviewed after each workshop or information session to ensure that these components are furthering the goals of the initiative. OGE, EOP, and TriO will meet every two months to discuss the progress of the initiative – what is working, what is not? What needs to change? How can we improve on what we are doing? How do we want to move forward? The results of the evaluations will be mentioned. An OGE staff member will keep the notes from such meetings. Additionally, OGE staff will convene every three months or so to assess if there has been a heightened interest in study abroad from students in EOP and TriO students. This can be evaluated through attendance to the various workshops and information sessions, appointments made, and applications to the various programs through Studio Abroad, the online application system.

## **Evaluation of Program Goals and Objectives**

As the Office of Global Education is spearheading the Diversity Initiative, we will be responsible for evaluating the effectiveness of the designed activities on first-generation college students. The primary goal of the Diversity Initiative is to increase the number of first-generation college students at CU Denver who are more knowledgeable about and are participating in study

abroad experience. The outcome of this initiative is dependent upon the increased collaboration between OGE and various offices on campus, faculty, peer mentors, and a systematic review of questionnaires distributed after each workshop and information session. As such, the indicators of success of the initiative will be the sheer growth of first-generation college students attending workshops and information sessions about study abroad as well as an increase in the number applying for both short-term and semester long programs abroad. OGE will be able to distinguish these students from others applying for the programs by creating a report within the online application system.

The area that may see the most and immediate growth is the number of students attending the workshops and information sessions as these may require little planning to go to. On the other hand, initially, there will be little growth in the number of first-generation college students participating in study abroad programs as these may take more than a year to plan for in terms of finances, familial responsibilities, and time off from work.

### **Evaluation of Participant Goals and Objectives**

In contrast to the program goals and objectives, the participant goals and objectives are more qualitative and reflect students' knowledge and awareness of study abroad opportunities, as well as an increase in self-efficacy that they can study abroad and do so successfully. The indicators will be the same in that the measure of success is the increase in the number of first-generation applicants to study abroad programs.

## **Conclusion and Implications**

The Diversity Initiative in Global Education for First-Generation Students is ultimately a marketing and recruitment strategy in order to increase the number of first-generation college students to participate in study abroad. Such international experiences are necessary in order to become a fully engaged player in our globalized economy. Those who have travelled or studied

internationally will become more marketable and exceedingly competitive for future employment. As colleges and universities are expected to prepare its citizens for effective participation in contemporary society, international opportunities provided by the university should be available to all students accommodating for their needs.

As this initiative will indeed become part of the Office of Global Education's strategy in diversity, I had to decide what is realistic and manageable for the beginning of such an initiative that involves many players across campus. There may be some components that others will say are missing, but in the beginning I want to tread lightly and develop slowly and steadily. As the initiative has built-in ongoing assessments, it will change and grow to fit CU Denver's students' needs and the needs of other stakeholders on campus.

Not only is this the first of its kind within OGE, this will be one of the first diversity initiatives that focuses strictly on first-generation college students. It is my hope that it can serve as a model for other universities to increase their first-generation college student population participating in study abroad.

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## **APPENDICES**

**Appendix A:** Student Interview Questions and Responses

**Appendix B:** EOP Executive Director Interview Questions and Responses

**Appendix C:** Timeline

**Appendix D:** Sample Workshop Flier

**Appendix E:** Global Education Spotlight

## **Appendix A: Student Interview Questions and Responses**

Over the course of two weeks in October 2011, I interviewed six CU Denver first-generation college students who studied abroad between summer 2010 and summer 2011. Each interview lasted between thirty minutes to two hours long. Two of the interviews were over the phone, while the other four were in person. The first interviewee of the six, in addition to speaking with me, typed out his answers to the questions that were emailed to the students prior to the interview. As to protect their identities I will not use their names.

1. When did you first hear about the opportunity to study abroad? How did you hear about it?
2. What or who inspired you to pursue study abroad? When did this happen?
3. What were the challenges you faced to studying abroad?
4. What or who helped you to overcome these challenges?
5. Who was in your support network to study abroad?
6. Who would you have liked to see in your support network?
7. What would have made the process to go abroad easier?
8. What kinds of responses did you receive from your family when you told them you wanted to go abroad?
9. What kinds of responses did you receive from university staff when you told them you wanted to go abroad?
10. What kind of responses did you receive from your friends when you told them you wanted to go abroad?
11. How did you decide on a location?
12. How did you decide on duration?
13. How did you decide on a program?
14. What did you think studying abroad was going to be like? and
15. How that was pre-conception challenged while you were away?
16. Why do you think a lot of first-generation students do not go abroad?
17. What would make it easier?
18. Who needs to be involved? (e.g. parents, faculty, staff) Why?
19. What recommendations do you have for future study abroad outreach geared towards first-generation students?

### **Hispanic, male student (10/11)**

**Studied abroad through one of CU Denver's faculty-led Maymester programs in London for three weeks. This student emailed his answers to me as well as engaged in a phone interview. Answers to the phone interview are below with the emailed responses following.**

- Director of the Office of Global Education was instrumental in helping him go abroad.
- Wants to go to graduate school – difficult to move up, difficult to take the GRE or GMAT because it's so expensive.
- Challenges: financial – he was on work study
- Duty to help family – mom with health issues, sister dropped out of university, on probation for bad grade. Trying to pay to go back to school.
- He is like a father figure to his siblings.
- He felt selfish and guilty for going abroad.
- His mother was supportive.
- Family very supportive
- Cousins – why are you going? Haven't been in touch since he went abroad.
- He feels that he very humble
- Family teased him for graduating from college.
- Really happy to be able to go.
- Cried when he receive the Schramm scholarship.
- He came from a really poor family.
- Current job wouldn't let him go to a conference on small businesses.
- Employed and participated in DTI – UCD to CCD misinformation between case managers.
- Recommendations: Offices need to communicate with one another – OGE to EOP. We should go to lunch!
- It must be a combined effort DTI, EOP, OGE, and TriO.
- Beneficial for students when these organizations work together.
- High need students.
- Mentor or first generation students (Zen Camacho was a mentor)
- Mentor to let them know about these opportunities.
- Bring them to office to meet OGE
- Faculty should be involved.
- Director of OGE should talk at faculty meetings to tell faculty to discuss SA with students.
- Should reach out to student organizations.
- Go to CCD to discuss studying abroad.
- He worked full-time while he went to school.
- Worked for DTI for two years.
- Working with misinformation but didn't know any better.
- He is a go-getter and takes a lot of initiative. He's very bright. While he was in college he received a tremendous amount of support, however while out of college it seems that he still needs a mentor.
- Believes very strongly in studying abroad and tells his friends and family about his experience. He thinks it's extremely beneficial for anyone who participates.

**1. When did you first hear about the opportunity to study abroad?**

*I heard about the study abroad thru flyers and emails at the Denver Transfer Initiative.*

**2. How did you hear about it?**

*The Denver Transfer Initiative*

**3. What or who inspired you to pursue study abroad?**

*The challenge and to overcome the fear of leaving the American continent for the first time.*

**4. When did this happen?**

*During my last semester at UC Denver.*

**5. What were the challenges you faced to studying abroad?**

*The economic part. I was fearful that I wasn't going to have the money to study abroad.*

**6. What or who helped you to overcome these challenges?**

*There was a lot of support. DTI, teachers, family and university staff, but most 1<sup>st</sup> Gen students don't receive it. I got the support because I would seek out support from the university consistently.*

**7. Who was in your support network to study abroad?**

*The Denver Transfer Initiative staff like Koreeña Montoya and Daniel Sandoval who wrote a letter to the scholarship committee at the University of Colorado Denver, especially John Sunnigard who is the Director of Global Education. The day I was to leave for London, I was notified by the Vice-Provost of Diversity and Inclusion, Dr. Zen Camacho that I received a second scholarship for the trip. These scholarships made my experience unbelievable and took away the worries and left me with a peace of mind to focus on my class. I will always remember all these people who made it possible for me. They have played an important role in my growth and development.*

**8. Who would you have liked to see in your support network?**

*More recruitment to underserved students or 1<sup>st</sup> gen students. I didn't know and was fearful and doubted myself about going overseas at first. I just couldn't really believe that I was actually making the trip.*

**9. What would have made the process to go abroad easier?**

*The support of teachers, DTI and information sessions from the Global Studies Office. They provided thorough information about the trip such as expectations, possibilities and suggestions.*

**10. What kinds of responses did you receive from your family when you told them you wanted to go abroad?**

*They couldn't believe it too. It was like I had just taken a giant step in my career and development. They asked a lot of questions about my overseas trip when I got back. Family members live in Texas and California and they were so proud and happy for me.*

**11. What kinds of responses did you receive from university staff when you told them you wanted to go abroad?**

*It was very good. One of the professors, Ira Selkowitz was very supportive and made me feel at ease with this trip. He was and has been a big influence in my college career, even if I didn't get much time face to face. He was a pleasant and important figure during our trip.*

**12. What kind of responses did you receive from your friends when you told them you wanted to go abroad?**

*They were surprised. I was trying to keep it as a secret because I couldn't believe that I was going to make the trip. I always thought that I wasn't*

**13. How did you decide on a location?**

*London is a huge business hub for Europe. It is the biggest city in Europe and it plays a central role in the region. I just couldn't pass this up.*

**14. How did you decide on duration?**

*The three-week schedule was set by the professors.*

**15. How did you decide on a program?**

*Several factors. The business degree, my personal likes and the visiting sites were a perfect match with my future business insight. It also enhanced my college experience, supplemented my college degree and added resume points as well.*

**16. What did you think studying abroad was going to be like? and**

*I did not envision anything about how it was going to be like. I just wanted to experience the trip as it became. I never thought about how it was going to be like.*

**17. How was that pre-conception challenged while you were away?**

*Not pre-conception challenge; the real challenge was a cultural shock because I did not feel a real connection with other students. Most of the students abroad were Caucasian and felt as an outsider within the group, even though all students were friendly and very nice. I would have hoped to see more minority students abroad.*

**18. Why do you think a lot of first-generation students do not go abroad?**

*Several reasons. It depends on their environment. Some students simply don't know how to find resources to go. Family may play an important role in decisions like these. Some students don't have the support from their work environments or from their own families due to fear. Also, leaving your family without income a whole month may cause the family structure with serious financial stress even if you have the money to travel abroad. It is very common that 1<sup>st</sup> Gen students help their parents or sometimes they may even have kids at a very young age and have to work during their college years.*

**19. What would make it easier?**

*Many things have to be aligned for a 1<sup>st</sup> Gen student to study abroad. They have to have the support on different fronts. Economic, informational and educational resources. Support from an educational mentor or the advice of an educational support services office (like EOP) are major motor and a key influence for 1<sup>st</sup> Gen students. Students need to know that study abroad is possible and that these opportunities are accessible to all students.*

**20. Who needs to be involved? (e.g. parents, faculty, staff)**

*Those who support the student need to be involved in the student's decision. The university needs to support students who would like to study abroad; at the end the student receives tuition for the university and it enhances the student personal development.*

**21. Why?**

*We know that all students need support. Most have the support of a parent or a guardian. We must recognize that 1<sup>st</sup> Gen students don't get the right or proper support. Parents have not gone thru the college experience so sometimes the students receive incorrect information at the time of taking decisions. Some don't go ahead with a study abroad program out of fear or they just don't know how to approach this challenge.*

**22. What recommendations do you have for future study abroad outreach geared towards first-generation students?**

*We need to build relationships within the university. Sometimes there is no communications between the offices within the same walls. For the sake of the students, the Educational Opportunity Programs, Global Education Office, Denver Transfer Initiative, case managers or counselors, student organizations, faculty, community and family of the students need to be involved in the development of one single student.*

*Knowledge is powerful when students have access to it, but when students have trouble finding a FAFSA application, how do they know they have financial prizes in scholarships when they get good grades if nobody tells them. We need to seek these students and show them that they have funding, scholarships and support services to help them with doubts and questions about study abroad programs.*

### **Asian, male student (10/12)**

#### **Studied abroad for one semester in Cyprus**

- He found out about studying abroad while working on the OGE website. End of 2<sup>nd</sup> semester of school.
- Before that he never heard of studying abroad.
- Got tired of daily routine of Colorado – wanted to see something new.
- Too much paperwork processing to go abroad: checking courses, financial aid etc, we should consolidate the amount of paperwork. We should have a brochure that explains who to talk to when studying abroad.
- Staff at OGE helped him through the process.
- He didn't tell his family till 5 days before he left.
- Faculty thought it was a good idea.
- His boss at work (Student Life) threw him a going away party.
- Randomly chose the location from a list – chose based on cost and because it was close to Europe.
- Thought going by himself – thought all programs were home stays and that he would have to do everything on his own
- Wanted to travel by himself – would have preferred a home stay.
- Some university scholarships don't cover the cost of the study abroad program.
- He worked to pay off study abroad.
- Study Abroad Office needs to be involved in getting students abroad, every office needs to be involved. Person development advising.
- Show students steps and process in simple manner: 1,2,3...simple steps.
- Process getting abroad took longer than actually being abroad.
- Other students on program took things for granted.
- He felt like the only minority.
- Most 1<sup>st</sup> gens are paying to support parents.

### **Hispanic, female student (10/13)**

#### **Studied for one semester in Tunisia**

- Heard about studying abroad her first semester at UCD in TriO
- Staff at TRiO told student about IIPP
- Seemed like a dreamlike opportunity – ideal, too good to be true.
- Financial challenges
  - o Parents couldn't contribute
  - o Couldn't make enough to support self while in college
  - o Passing classes leading up to studying abroad was challenging
  - o A lot going on at home

- Staying focused
- Her father passed away from cancer while she was preparing to go abroad.
- Knew that studying abroad was going to be such a good experience – so helped to get through
- Her father was overwhelmed with the prospect of her going abroad.
- Mother was very supportive
- Brother was supportive and sister as well.
- Younger brother thought she was never going to come back.
- Her friends were extremely supportive, but her fiancé struggled because of the length of time apart.
- Hard to leave family going through the transition.
- Some friends tried to discourage her. They were cynical about the experience.
- Receive a lot o support from TriO.
- She felt very isolated the semester before because she had a lot of family issues going on and trying to focus on school work. Her computer and car broke.
- Wanted to go to Africa but there were a lot of language requirements.
- Some programs required “emotional maturity” Did not apply to these programs.
- Chose Tunisia because it didn’t have a language requirement and it aligned with the kind of work she wanted to do.
- Her expectation of how women were going to be was challenged. They wore a lot more makeup than she expected.
- She expected more structure in her program, but she went during a revolution, so.....
- First gens don’t go because of money, fear of the unknown, afraid they’re not going to be able to keep up the pace academically. It can be very intimidating.
- Would be easier if there were peer mentors who went through the same thing or went to the same place you’re thinking of going.
- Different departments to promote study abroad. Different departments need to be knowledgeable about the process of studying abroad.

### **Asian, male student (10/14)**

#### **Studied abroad for five weeks over the summer in Costa Rica**

- He worked in the Office of Int’l Affairs and that’s how he heard about study abroad.
- Spoke to a friend about Gilman scholarship.
- Concept to study abroad didn’t seem possible because of finances.
- Gilman motivated him to apply.
- Challenges – finances, language reqs, needs to fit with academic goals, timeframe.
- Spoke with staff at OGE in the beginning of the search. Worked with TriO.
- Supportive family. Sister studied abroad in China for a semester and encouraged him to study abroad. She helped him some financially.
- Parents wanted him to do it because they saw it as an educational advantage. They are not well off.
- Wanted to find alternative ways to pay. Used financial aid to pay.
- Scholarships make it a reality that they can go and inspired him more to go for it even though he didn’t know he could get it.

- Department chair allowed him to use his Costa Rica environmental science course to fulfill a core course for the degree.
- Financial aid: didn't feel welcome in the office. Felt like the advisor was just doing her job. He wanted encouragement.
- His friends were supportive. He recommended it to his friends when he returned from Costa Rica.
- He believes that information about studying abroad needs to be reinforced.
- He didn't know where he wanted to go and changed his mind several times.
- Wanted a program in environmental studies that fell into the time frame and cost he wanted. Chose a summer program to Costa Rica.
- He couldn't leave for longer than 5 weeks because he needed to care for his dog. The 5 weeks was also the minimum for the Gilman summer scholarship.
- He wanted to connect with the locals and have a host family. He wanted to feel intertwined with the culture.
- He wanted to be immersed in the culture that he was studying. He wanted to feel like a new person.
- Wanted to be in a new culture and focus on the academics of the program.
- However, his home stay family had been hosting students for a long time and did not attempt to make a connection with him. He made a connection with the maid and her husband.
- His Spanish class was not as serious as it could have been. Students took it as a joke and they set the tone for the class.
- His environmental science course was great and was everything he expected.
- Bitter in the beginning of his trip.
- He did not take his trip for granted because he was paying for it on his own. It's a personal investment.
- 1<sup>st</sup> gens don't go abroad because they're not exposed to others who have gone abroad, finances, family obligations. Basic economics: could do more with the money they would have spent on just travelling but there's the culture and academic component.
- Scholarships would make it easier.
- Working with first gens directly – willing to listen to people from someone from a similar background.
- OGE should collaborate with TriO.
- Find where they're at and what they're doing. Work with someone they look to and trust.
- Will listen to someone they trust.
- TriO and EOP have their own cultures and tight community. If someone from OGE became part of that community others would trust them.
- OGE office not diverse.
- TRUST is a big component.
- Connect with staff first because staff acts as a mediator between students and other offices.
- Staff will act as advocates for study abroad.
- Training for TriO/EOP peer mentors on study abroad so they can talk to their students.
- Perhaps offer a TriO scholarship for even just \$1,000.

### **Hispanic, female student (10/16)**

### **Studied abroad through one of CU Denver's faculty-led Maymester programs in China for three weeks**

- Found out about study abroad through fliers throughout school. The pictures of students in China caught her attention.
- Picked the Maymester because it was short and didn't believe she had what it took to be away for an entire semester.
- Her family doesn't travel.
- Believe that this was the time to go abroad - now is the time to do it.
- Main challenges: courage to go and believe that she was able to do it. Money was an issue: had to figure out how to pay for everything.
- She saved for a year and a half to go towards the programs.
- Used financial aid: it helped a lot.
- Besides the Global Study Scholarship (\$1000) she did not receive any other scholarships.
- Did not work to save money.
- Faculty were in her support network. They were the most supportive. Believed they were credible support and believed in her to go for it. Had relationship with faculty.
- Emailed OGE staff and they always responded and gave good advice.
- Her family was shocked when she told them she wanted to go to China. They were surprised that Americans were allowed to go to China. They thought it was very strict and that Americans could get killed there. She felt the same way before seeing Americans in the fliers in China. She then met with the faculty and she opened her eyes to her ignorance.
- She wanted to go somewhere totally foreign and wanted to feel shocked.
- Her family was happy for her and at first her Mom asked her if she was sure, but trusted she was making a good decision. She would go even if her family wasn't supportive.
- Her friends didn't care either way.
- Her impression of study abroad was that it would be very hands on and active. She felt that she learns the most by being a place. Dealing with everyday things could be challenging but this is where the learning comes. She thought that she would have to do a lot on her own. This is how it was.
- Why don't 1<sup>st</sup> gens go abroad? The idea is not attainable. It's hard and something other people do.
- Before she left she was stressed out about passing her classes and other things.
- Study abroad is something that happens to other people, people who don't have to worry about other things.
- She spent the first two years just taking two classes a semester. College was intimidating and wanted to learn how to pass her classes.
- She felt prepared to go abroad. She figured if "they" can do it she can do it since she is very successful in college.
- She felt like she received the most support from faculty and the OGE office, more than from TriO even though they do give support.

### **Caucasian, male student (10/21)**

#### **Studied abroad for an academic year in Argentina.**

- When did he first hear about studying abroad? In Spanish class in college two years ago.. Realized he needed to go abroad to learn language. Frustrating to sit in classroom.
- Possibility – never met anyone who studied abroad. Knew a girl who studied abroad from a rich family and she knew Spanish because she learned it in Spain.
- No impression what it would be like, no expectations so he wouldn't be disappointed.
- Challenges: Saw price and figured out how to pay for it. Figured it out and did it. Where to go and who to go with. It was a challenge to figure out what to do with his things because his family lives far away. He relies on himself for everything. He left his things with his friend and roommate.
- Support network: roommate, sister, AmeriCorps friends, and co-workers.
- Family: told them what he was going to do and do it. Just going to do what he wants. They were concerned about violence, did not know where Argentina was and didn't understand why he would go. His mother was proud and sister supportive.
- University staff: not much of a relationship with staff. International Studies scattered.
- 1<sup>st</sup> Spanish teacher excited and geography professor excited.
- His friends were very supportive but sad he was leaving.
- Location? 1<sup>st</sup> Spanish teacher was from Argentina but he didn't know anything about Argentina. He was interested and wanted to learn about Latin America. Argentina is far away but the culture is interesting.
- Duration? Semester at first but didn't feel he would learn enough of the language in a semester. He could be away for a year, did not have any responsibilities to tend to in the US.
- Why 1<sup>st</sup> gens don't study abroad? Same reason why they don't even become students – lack of knowledge.
- They want to be closer to their families and don't want to leave. It's also a very white thing because we are more likely to leave family – “manifest destiny”. Why programs like AmeriCorps and study abroad does not have many minorities.
- He doesn't have a strong connection to his family.
- Money is always an issue.
- Fear of the unknown - difficult to navigate.
- Easier if they know their peers go abroad and can relate and that they can understand and relate.

## **Appendix B: EOP Executive Director Interview Questions and Responses**

On October 21, 2011 I interviewed Angela Marquez, Executive Director of Educational Opportunity Programs (EOP) and Director of the Hispanic-American EOP.

1. Did you study abroad? If yes, what inspired you to do so?
2. Do you mention study abroad in your advising sessions?
3. What do you see as obstacles for students to study abroad?
4. What do you see as opportunities for students to study abroad?
5. What would you like to see change in the Office of Global Education that you believe would help first-generation students go abroad?
6. What other suggestions do you have?

### **Angela Marquez (10/21)**

- When Angela was in college she didn't even know the opportunity existed
- Her perception is/was that the rich kids went abroad.
- It was an issue of affordability and information.
- She will only mention studying abroad if the student mentions that they're interested in having an international experience.
- Angela is a 1<sup>st</sup> generation college student herself. The transition between HS and College is difficult.
  - o Psychologically readiness
  - o Transition that needs
  - o Choose destination that fits them
  - o Just trying to get them out of the state.
  - o Can't call home to explain
  - o Learning about being on own
  - o Feel like belong will try harder
  - o Low-self confidence in ability to be successful
  - o Just have to get to college
- It's good to broaden their horizons, to see other cultures, learning on another level, change to get out of environment
- The world is bigger than what is known.
- She doesn't know much about study abroad.
- Changes to our office: Have more of a presence of people of color, students are more likely to listen to their peers
- She liked the newsletters we were sending, continue to give information, peer advocates training, office hours in office, take appointments in office.

## Appendix C: Timeline

### July 2012:

- Touch base with EOP/TriO Directors to see about the direction we want to go. What has worked in the past and what do we hope to accomplish in the upcoming year?
- Study Abroad 101 workshop with EOP Bridge Program students. (6-10 students)
- Develop Study Abroad 101 Sheets for parents translated into Vietnamese, Cantonese and Spanish to be placed on OGE website and distributed to EOP and TriO offices.
- Include First-Generation Question on StudioAbroad so we can to begin tracking students.
- Student Affairs conference. Give presentation on what our office does and how study abroad impacts students. Hold panel of students. (Hosted by Raul Cardenas, Vice Chancellor of Student Affairs)
- Develop 1<sup>st</sup> year seminars discussing global opportunities using film, maps, and multimedia to intrigue students and inform them about Study Abroad opportunities.
- Pre-Departure orientation for fall students going on third-party programs. Ask students to blog.

### August 2012

- Follow-up workshop on study abroad scholarship with Bridge EOP students
- Develop TriO workshop on Study Abroad and Scholarships that will be provided throughout the year. Create this with a TRIO study abroad alum.
- Design questionnaires for these and other workshops to assess the needs and wants of each student to make certain that we are providing necessary information. Write these with EOP & TriO staff or students.
- Train peer mentors and Office of Global Education (OGE) staff on issues pertinent to first generation students.
- Develop workshops and events with TriO and EOP.
- Work with the Office of International Affairs Finance Director and OGE Director to establish a \$1,000 TriO scholarship.
- Review and revise OGE website to ensure that it's streamlined and accessible.

### September 2012

- Begin office hours at EOP office for three hours per week.
- Train EOP and TriO Peer Mentors and staff on Study Abroad basics and scholarship information.
- Bi-monthly meeting with EOP and TriO Staff. Request that we are a part of their education plan.
- TriO Workshop hosted by TriO peer advisors and study abroad alum.
- Visit two student groups and talk about study abroad. Bring TriO study abroad alum along.
- Study Abroad Scholarship and Financial Aid Workshop in North Classroom or Tivoli
- Begin thinking about high school or community college fairs. When are they? Arrange to have a table.
- Study abroad fair. Market heavily in EOP and TriO Offices.

### **October 2012**

- Continue office hours at EOP – three hours per week.
- TriO workshop hosted by TriO peer mentor and study abroad alum
- Present workshop with career services on how studying abroad can enhance graduates' marketability.
- Study abroad workshop for advisors and faculty. Ensure that they know the necessary procedures for getting a student abroad. Request that they promote it. Reiteration is key!
- Visit one or two more student organizations with a study abroad alum to promote study abroad and scholarships.
- Study abroad coordinator and peer mentor will table at CU Denver's Open House geared towards potential CU Denver students.
- Review workshop assessments with OGE staff.

### **November 2012**

- Continue office hours at EOP – three hours per week.
- Scholarship workshop in North Classroom or Tivoli with financial aid advisor. Bring along a study abroad alum that has experience with these scholarships.
- Bi-Monthly meeting with EOP/TriO to touch base. Should anything change? What's working and what's not? Are more students requesting information about study abroad? Are there upcoming events where we can collaborate?
- Visit one student organization with study abroad alum to promote study abroad and scholarships.
- High school and/or community college visit with study abroad alum from TriO.

### **December 2012**

- Continue office hours at EOP – three hours per week.
- Invite parents to pre-departure orientation for students going on third-party programs in the spring.
- Request that students keep (appropriate) blogs while on their programs.
- Review and revise website and other marketing materials. Are we providing appropriate and comprehensible information?
- Establish \$1,000 TriO scholarship and open the application on Studio Abroad.
- OGE staff meeting to review any changes in student interest in study abroad. Review workshop assessments. What changes should our office make for the spring semester?

### **January 2013**

- Continue office hours at EOP – three hours per week.
- Bi-monthly meeting with EOP and TriO. What's working and what's not? Are we moving in the right direction? Is three hours per week of face time in the EOP office enough? Do any EOP or TriO advisors want to go on any of our short-term faculty led programs?

- Refresher peer mentor and staff trainings at EOP and TriO.
- TriO workshop held by TriO peer mentor and study abroad alum.
- Visit one student organization with study abroad alum to promote study abroad and scholarships.

### **February 2013**

- Continue office hours at EOP – three hours per week.
- Present career services workshop.
- Visit one student organization with study abroad alum to promote study abroad and scholarships.
- Scholarships workshop in North Classroom or Tivoli.
- Study Abroad workshop for advisors and faculty for those who were unable to attend in the fall. Ensure that they know the necessary procedures for getting a student abroad. Request they promote it. Reiteration is key!
- Study abroad coordinator and peer mentor will table at CU Denver's Open House geared towards potential CU Denver students.
- OGE staff will review workshop assessments and student interest.

### **March 2013**

- Continue office hours at EOP – three hours per week.
- Visit one student organization with study abroad alum to promote study abroad and scholarships.
- Bi-monthly meeting with EOP/TriO.
- Administer \$1,000 TriO scholarship to lucky student.

### **April 2013**

- Continue office hours at EOP – three hours per week.
- TriO workshop held by TriO peer mentor and study abroad alum.
- Scholarship workshop in North Classroom or Tivoli with Financial Aid advisor and study abroad alum who have received a study abroad scholarship.
- Invite parents to pre-departure orientation for Maymester and summer programs.
- Request that students, if able to, keep (appropriate) blogs while on their program.

### **May 2013**

- Continue office hours at EOP – three hours per week.
- Bi-monthly meeting with EOP/TriO – reflection of past year. What worked and what didn't? What changes will we implement in the summer? Will study abroad be present at their Bridge Program again?
- Invite parents to pre-departure orientation for summer programs.
- OGE will send one EOP Director or TriO staff member to participate in one-week of a CU Denver faculty-led short-term program.
- Request that students keep (appropriate) blogs while on their program.

**June 2013**

- OGE will review workshop assessments and student interest.
- OGE, EOP, and TriO staff will meet to reflect on the year. What worked best? What didn't work at all? How can our offices collaborate in the future?
- OGE will review and revise their marketing materials and website to ensure that it is accessible, informative, and intuitive.

## Appendix D: Sample Workshop Flier

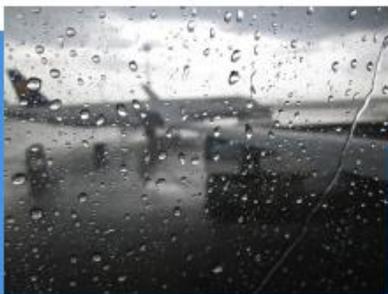
# Globalize Your Future: Expanding your Career Opportunities with Study Abroad



Geoffroy Fauchet  
Nepal

Did you know that studying abroad could help you get a job after graduation? Learn how! Attend this informative and interactive workshop on using your education overseas to further increase your marketability when looking for a job.

Ari Shapiro  
Germany



Andrew Harrison  
South Africa

Career Services and the Office of Global Education will be hosting a workshop on how studying abroad can make you a more desirable candidate for employers.



Office of Global Education  
[international.ucdenver.edu/studyabroad](http://international.ucdenver.edu/studyabroad)

Tuesday  
November 15th  
Tivoli, Room 267  
12PM—1PM

Please register!  
<http://goo.gl/b2Z8u>  
or scan  
the QR  
code



## Appendix E: Global Education Spotlight

 Coming soon   
  Coming Soon



University of Colorado  
 Denver | Anschutz Medical Campus

# Study Abroad Global Education Spotlight

## December 1, 2011

Welcome to our new bulletin! The Spotlight will showcase different programs, events, and services offered through the Office of Global Education.



Photo by CU Denver student Geoffroy Fauchet, Nepal

### 2011 CU Denver Study Abroad Photo Contest Winners

We received hundreds of amazing photos from all over the world taken by CU Denver students that have studied abroad in the past year. The winning photos were voted on at the GlobalEyes Study Abroad Exhibit hosted by The College of Arts and Media and The Marriott Denver Hotel Courtyard on October 13, 2011. The following are the 1st prize winners for each category:



**Landscape Category -**

'On the Edge' by Caitlin Tamposi

"Trolltunga" means the Troll's Tounge, which is exactly what this rock looked like jutting out over a fjord in Norway. It took close to three hours of hiking in the rain to reach Trolltunga.

### In this edition

- 2011 CU Denver Study Abroad Photo Contest Winners
- How to Prepare for Study Abroad
- The Victorian Metropolis
- Nobel Cause: Peace and Justice in Guatemala
- Drawing in Italy: Imprinting an Image
- Window on China

### Upcoming Events

**Seoul Goes Global**

**Summer 2012 Info Session**

North 1314

December 7, 2011

2PM-3PM

[Click here for program website](#)

### Do you have any Study Abroad Questions?

Want to know what other programs we offer? Curious how studying abroad can fit into your schedule? [Click here to make an appointment with a peer advisor today!](#)

### Financial Aid & Scholarships

There are many funding possibilities for your study abroad experience. CU Denver students who study abroad can still receive financial aid for their studies and in many cases can obtain more funding if they study abroad!

[Click here to visit our funding page](#)

### Scholarship Deadlines

**FreemanAsia Scholarship:**  
February 15, 2012

**Gilman Scholarship:**  
March 1, 2012

**Boren:**

February 9, 2012



#### CU Denver Students Category -

'Drawing on Site' by Nicole Cotton

A picture of Estee and Kelly drawing on site at the ruins in Fiesole, Italy

#### Semester in Beijing

Receive CU Denver credit while studying in Beijing for a semester! For more information, contact Asia Study Abroad Coordinator Jessica Greenbaum.

[jessica.greenbaum@ucdenver.edu](mailto:jessica.greenbaum@ucdenver.edu)



#### Culture Category -

'Mate, Mate, Mate' by Daniel Smafield

At la feria de San Telmo, local artisans sell an Argentine obsession



#### Wildcard Category -

'Welcome to Frankfurt' by Ari Shapiro

Being from the desert, the photographer had never seen rain come down like a waterfall.

Thank you to all who entered! To view all of the photo finalists at full resolution, click [here](#).

## How to Prepare for Study Abroad

Fahima Haque at [StudyAbroad.com](http://StudyAbroad.com) wrote a nice short article about the things you should think about before you study abroad.

[StudyAbroad.com](http://StudyAbroad.com) - [How to Prepare for Study Abroad](#)

## The Victorian Metropolis



The Victorian Metropolis provides students with an intensive academic and cultural experience of London, one of the most vibrant and historically significant cities in the world. We will use London to investigate the worlds of the Victorians: their habits, their class divisions, their politics, their work and leisure activities, their cultural productions. We will spend much of the course walking around the city, attuning ourselves to the sights and feel of the Victorian Metropolis. Students will discover the presence of the Victorians in the everyday experiences of London in the 21st century: crossing bridges, having tea, using the underground system, shopping, admiring the skyline. Throughout the course, students will develop historical thinking skills which will enable them to situate London in its Victorian context, to see the present city through the lens of the past.

## Key Facts:

- Dates: May 12– June 3, 2012 (tentative)
- Faculty: Marjorie Levine-Clark (marjorie.levine-clark@ucdenver.edu)
- Credits: 3 HIST 4046/5046
- Cost: \$4,500 (approx.)
- Deadline: March 2, 2012 (\$50 late fee after deadline).  
Space is limited.

[Click here for more info and to apply](#)

## Nobel Cause: Peace and Justice in Guatemala



Learn the real story about the end of the Mayan calendar in 2012 and experience the sacred Mayan fire ritual with Nobel Laureate Rigoberta Menchu Tum as your guide. The CU Denver

Communication Department and the [PeaceJam Foundation](#) have joined forces to offer students the opportunity to participate in a service learning project in Guatemala working with the grassroots Rigoberta Menchu Tum foundation created by the Nobel Peace Laureate. Students will perform at least 25 hours of service per week with the foundation and its education center located on Lago Atitlan by working on projects that assess human rights, inclusiveness, meeting indigenous peoples' needs and effectiveness of current political communication strategies. In addition, climb a volcano, visit Mayan ruins, spend time in beautiful colonial Antigua and immerse yourself in the beauty of Guatemala and the richness of its people

## Key Facts:

- Dates: May 14– June 3, 2012 (tentative)
- Faculty: Dr. E.J. Yoder (ej.yoder@ucdenver.edu)
- Credit: 3; COMM 4995/5995
- Cost: TBD (2011 price \$2,750)
- Deadline: March 2, 2012 (\$50 late fee after deadline).  
Space is limited.

[Click here for more info and to apply](#)

## Drawing in Italy: Imprinting an Image



Drawing in Italy is a five-week Global Study program based in Florence, Italy. This program consists of two courses in studio art that are focused on travel as a mode of artistic

practice via unique methods of drawing, cartography, printmaking, and book arts. In the Imprinting an Image

course, students will be introduced to some of the many methods of monotype printing and artist's bookmaking working to create a unique imprint of their personal perceptions of place. In the Personal Geographies course, the focus will be on utilizing site as inspiration for creative work in the form of cartographic interpretations of the Italian urban landscape. Students will work in facilities at the Santa Reparata International School of Art and will go on-site throughout Florence as well as various towns within the region to learn first hand from the amazing history and culture of Italy.

You will need a passport so be sure to apply for one early!

Key Facts:

- Dates: June- August 2012 (tentative)
- Faculty: Melissa Furness  
(melissa.furness@ucdenver.edu)
- Credits: 6, FINE 2995/3995
- Cost: \$4,850- \$5,350 (Depends upon final enrollment)
- Deadline: March 23, 2012. (\$50 late fee after deadline).  
Space is limited.

[Click here for more info and to apply](#)

## Window on China



The objective of the course is to introduce students to important historical, political, and economic perspectives on doing business in China today. Classes will be held at the China

Agriculture University campus in Beijing. This intensive field study in Beijing, Shanghai, and Nanjing with visits to Suzhou will provide students with an introduction to Chinese history and an overview of modern China's business, political and economic environment. Learn through a combination of lectures by UCD faculty, guest lectures, field trips, and seminars with experts on each day's topics.

Business visits will give students a unique opportunity to: (1) see U.S.-China joint venture operations as well as other foreign-invested companies, (2) interview joint venture managers, (3) be briefed by US and Chinese scholars and journalists on various political, economic and business issues of China today, and (4) visit important Chinese historical sites in Beijing, Shanghai, Nanjing and Suzhou.

Key Facts:

- Dates: May 23 - June 4, 2012
- Faculty: Dr. Chen Ji (ji.chen@ucdenver.edu) and Dr. Stephen Thomas (stephen.thomas@ucdenver.edu)
- Credit: 3, INTB 4028/6028 , or PSCI 4995/6995
- Cost: TBA

- **Deadline: March 2, 2012 (\$50 late fee after deadline).**  
Space is limited.

[Click here for more info and to apply](#)

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We send this newsletter to anyone who has requested more information from our office.  
CU Denver Office of Global Education 1380 Lawrence Street Denver, CO 80204

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