Study Tour to Puerto Rico - A Non-Traditional Way of Learning: An Ongoing Study

Tri-State Consortium of Opportunity Programs in Higher Education 2011
Westchester Marriott, Tarrytown, New York

Presenter: Evelyn (Santiago) Rosario, M.A.
Director, Study Tour to Puerto Rico 1993-2009
Senior Academic Adviser, EOP, Buffalo State College
GOALS

- To expose the Study Tour to Puerto Rico as a non-traditional way of learning to conference participants as a tool in assisting EOP and non-EOP students to:
  - Participate in study abroad programs
  - Enhance their academic and cultural experiences
  - Employ it as an asset for employment and career development

- To increase EOP visibility by developing networks and collaborative efforts
  - Within our campuses
  - Outside our Institutions

- To encourage initiative as a means of professional and personal development

- To strengthen internationalization within our campuses
OBJECTIVES

- To share:
  - Ideas as Tools (Dave Ellis, Ph.D.)
  - Knowledge & Experience in the course development
    - **Team** approach
  - Showcase the Trip portion of the Study Tour to Puerto Rico
OUTLINE

- Part 1: Course Development
  - Course History
    - 12 Power Processes
    - Course Description
    - Course Requirements
    - Evaluation
    - Student Comments

- Part 2: Study of STPR (11 Years)
  - Study Abroad Profile
  - Study Tour
    - Pilot Project: 1993-1996
    - Study Abroad: 1997- Present

- Part 3: Highlights of the Tour in Puerto Rico
  - Visual Tour
PART 1
STUDY TOUR TO PUERTO RICO 1993-2009

- Course Development
- Implementation
- Evaluation
Part 1.A. Introduction

Buffalo State College Mission

- [...] is committed to the intellectual, personal, and professional growth of its students, faculty, and staff.

- The goal [...] is to inspire a lifelong passion for learning, and to empower a diverse population of students to succeed as citizens of a challenging world.

- [...] is dedicated to excellence in teaching and scholarship, cultural enrichment, and service.

Campus: Mission, Vision, Values. BSC Website. 26 May 2010

<http://www.buffalostate.edu/mission.xml>.
“With growth comes change, and there are times when change must come rapidly”

PART 1. B. COURSE DEVELOPMENT HISTORY

- Influential Sources
  - College Mission
  - Coordination of a Language Immersion Program, 1992
    - Fredonia State College
      - Dr. Mervin Román-Capeles
  - Teaching EDF 207 (INS/UNC 100): Seminar in College/Mastering Academic Environment (Freshmen)
    - “Becoming A Master Student”- Dave Ellis, Ph.D.
      - 12 Power Processes
  - Profile of Americans studying abroad

- Outcome
  - Study Tour to Puerto Rico (1993 – Present)
    - 11 years
POWER PROCESSES
THE FOUNDATION FOR COURSE DEVELOPMENT

“Becoming a Master Student”

12 Power Processes

- Ideas Are Tools (Power of Discrimination)
- Be Here Now (Power of Concentration)
- Love Your Problems (Power of Perspectives)
- Notice Your Pictures and Let Them Go (Awareness & Accuracy)
- I Create It All (Power of Choice)
- Detach (Power of Definition)
- Choose Your Conversations and Your Communities (Power of Introspection)
- Find A Bigger Problem (Power of Contribution)
- Employ Your Word (Power of Integrity)
- Surrender (Power of Serenity)
- Be It (Power of Believing)

POWER PROCESS

- Process
  - “A series of steps, actions, or operations used to bring about a desired result; A series of natural changes by which something passes from one condition to another”

- Power Process
  - “the ability or capacity to act or perform effectively; [a] specific capacity, faculty, aptitude”


  - Is the ability to move forward into actions that are desirable
POWER PROCESSES APPLIED

#1 Ideas Are Tools
  (Power of Discrimination)
  - Fredonia State College
    - Dr. Mervin Román-Capeles, Spanish Class
    - Idea for a Spanish Language Immersion Program in Puerto Rico served as pioneer for the development of the Study Tour to Puerto Rico

#2 Be Here Now
  (Power of Concentration)
  - Focus
  - Study Tour to Puerto Rico at Buffalo State
POWER PROCESSES CONT.

- **#3 Love Your Problems**
  - (Power of Perspectives)
    - “Selling” the Idea
      - Educational Opportunity Program
      - International and Exchange Programs - Study Abroad Programs
      - Departments/Faculty

- **#4 Notice Your Pictures and Let Them Go**
  - (Power of Awareness and Accuracy)
    - Reactions, Responses, Resistance
**POWER PROCESSES cont.**

- **#5 I Create It All**
  - (Power of Choice)
    - Faculty, staff, support programs
    - Host programs

- **#6 Detach**
  - (Power of Definition)
    - Decision making process
    - Workshops & trip planning and coordination
    - Group dynamics
POWER PROCESSES cont.

#7 Choose Your Conversations and Your Communities
   (Power of Introspection)
   - Liaisons
   - Alliances
   - Collaborators

#8 Find a Bigger Problem
   (Power of Contribution)
   - Challenges
   - Obstacles
   - Resistance
# 9  Risk Being a Fool
  (Power of Courage)
  • Perceptions of others

#10  Employ Your Word
  (Power of Integrity)
  • Program organization and structure
  • Options
  • Negotiations
  • Outcomes
POWER PROCESSES cont.

# 11 Surrender
○ (Power of Serenity)
  • Decision making
    ○ Flexibility
      • **Unexpected Circumstances**
      • Adaptation
      • Adjustments
      • Changes

# 12 Be It
○ (Power of Believing)
  • Course development
  • Implementation
    ○ Pilot Project (1993-1996)
    ○ Study Abroad (1997-Present)
  • Evaluation
NETWORK
KEY ELEMENT

- On and off-campus
- Regional, state, federal, municipal
- Cultural, educational and social agencies
- For-profit organizations & companies
- Not-for-profit organizations

(Power Process: #1-5, #7, #10-12)
On-Campus

- **Program Directors**
  - Educational Opportunity Program (4)
  - Assistant Dean - International and Exchange Programs, Dr. Lee Ann Grace
  - National Student Exchange (NSE)

- **Department Chairs (5)**
  - Elementary Education
  - Fine Arts
  - History
  - Hospitality & Tourism
  - Modern & Classical Languages

*Power Process: #1-5, #7, #10-12*
NETWORK CONT.

- **On-Campus**
  - **Faculty**
    - Lecturers
    - Course evaluators
    - Assistant to Study Tour Director
  - **Staff**
    - Lecturers
    - Assistant to Study Tour Director
    - Clerical
    - Support staff

(Power Process: #1-3, #6-7, #10, #12)
NETWORK cont.

- **On & Off-Campus**
  - Higher Education Institutions (6)
    - Local (1)
      - Buffalo State College
        - Sponsors
          - Administrative staff
          - Lecturers
          - Faculty evaluators
          - Support staff
    - Regional (1)
      - Fredonia State College
        - Concept
        - Lecturer

(Power Process: #1-5, #7, #10-12)
Abroad

- **Puerto Rico – Higher Education (4)**
  - University of Puerto Rico (Mayagüez, Humacao, Río Piedras)
    - Lecturers (Humanities & Geography)
    - NSE (National Student Exchange)
  - Sacred Heart University
    - Lecturer
      - Puerto Rican Cinema Production
      - NSE (National Student Exchange)
  - Inter-American University in San Germán
    - Campus Tour
    - NSE (National Student Exchange)
  - Eugenio Maria de Hostos Law School
    - Lecturer (Law Faculty)

*(Power Process: # 1-5, #7, #10-12)*
NETWORK CONT.

- Abroad: Puerto Rico
  - Agencies
    - Historical & cultural
    - Educational & social
    - Outreach programs
  
- Central Government
  - Municipal (8)
    - Archeological & historical
    - Cultural & social
    - Conservation & ecological

(Power Process: #1, #7, #10)
NETWORK CONT.

- Senate
  - Political Parties
    - PDP/PPD – Commonwealth (Estado Libre Asociado)
    - NPP/PNP – Statehood
    - IPP/PIP – Independence
- Institute of Puerto Rican Culture (Museums)
- Puerto Rican Tourism Co. (New York & Puerto Rico)
- Dept. of Natural and Environmental Resources
- National Parks Company of Puerto Rico
  - Camuy River Caves
    - “Rio Camuy Cave Park is the third-largest cave system in the world”.
  - Welcome to Puerto Rico. Online.
Federal

- Former Roosevelt Road Naval Base (Ceiba & Vieques)

U.S. Department of Interior

- Fish & Wildlife (Vieques & Culebra)
  - Turtle Conservation Program

National Parks

- Caribbean National Forest
  - El Yunque Rainforest

- San Juan National Historic Site
  - Forts: San Cristóbal & El Morro

- Vieques National Wildlife Refuge
NETWORK cont.

- **Private**
  - Schools
    - Dr. Roque Díaz Tizol (Grammar/Intermediate)
    - Rondalla de Niños de Humacao (Music Institute)
  - Companies
    - Dooney & Bourke Purse Factory
    - Sun Oil Co. Oil Refinery
  - Conservation Trust of Puerto Rico

- **Outreach & Not-for-profit Programs**
  - Sor Isolina Ferré (Serves at-risk communities)
  - Roberto Clemente Sports City Complex
  - Rondalla de Niños de Humacao

- **Family Hosts**
NETWORK SUMMARY

- Local, Regional, State, Federal
  - Administrators (Ass. Dean Int. and Exchange Programs, EOP Director, STPR Director, Assistant to the Director, Support Staff)
  - Lecturers
  - Faculty evaluators
  - Governmental agencies, institutes, companies

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

- Higher Education Institutions (6)
  - (UPR, IAU, SHU, EMHLS, FSC, BSC)

- Profit and Non-Profit Organizations, Companies and Community Based Organizations
PART 1.C. IMPLEMENTATION

- Program Organization & Structure
  - Planning
  - Coordination: Buffalo State and Puerto Rico
    - Workshops
    - Research
    - Trip to the Island
      - Journal
    - Evaluation

(Power Process: #1-12)
STUDY TOUR GOALS

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

- Short-term study abroad program
- Independent study course
- 6 credits, upper level

**Enrollment:**
- HIS 499, MCL 499, SPA 499, HTR 499, FAR 499, EDU 499

**Academic Component**
- Workshops - Spring: January – May
- Trip (Three weeks): May – June

**Evaluation**
PROGRAM ELIGIBILITY

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

- Application Deadline
  - October 28, 2011
WORKSHOP TOPICS

- Jan 25  Program Overview & Financial Aid
- Jan 27  Scholarships & Fundraising
- Feb 1   How to Write a Research Paper and Present Oral Presentations
- Feb 3   How to Use the Library Resources
- Feb 8   Cultural Diversity (NCBI Team)
- Feb 10  Cultural Diversity (NCBI Team)
- Feb 15  Puerto Rico, The Island of Enchantment: An Overview
- Feb 17  The Geography of Puerto Rico
WORKSHOP TOPICS cont.

- Feb 22  Ethnic Roots: Taínos
  - From An Archeological Perspective

- Feb 24  Ethnic Roots: Taínos
  - Taíno Movement in Modern Times

- Mar 1   Ethnic Roots: Spanish

- Mar 3   Ethnic Roots: African
  - From a Historical Perspective

- Mar 8   Ethnic Roots: African
  - Cultural Influence: Music and Dance
WORKSHOP TOPICS cont.

- Mar 10  The Relationship between Puerto Rico and United States
- Mar 15  The Status Issue
- Mar 17  The Case of Vieques
  - Uranium & Cancer Incidence in Vieques, A Correlation?
- Mar 22  The Case of Vieques (Video)
  - Civil Disobedience
- Mar 24  New York Puerto Rican Writings
- Mar 28-April 2 Spring Recess
WORKSHOP TOPICS cont.

- Apr 5      Group Dynamics
- Apr 7      Student Presentations (2)
- Apr 12     Student Presentations (2)
- April 14   Student Presentations (2)
- May 3      Dinner at Rosario’s
- May 23-June 15 Trip to Puerto Rico
Cost of the Program & Accommodations

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

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

- Students prepare for the trip by attending a series of pre-departure workshops

- Required to complete a research paper, attend daily presentations during the trip, and submit a journal

- Major cities, smaller towns, rural areas, and Vieques which is one of the three offshore islands are visited

- Participants witness Puerto Rico's natural beauty and the extensive conservation efforts put forth to preserve it
TRIP ITINERARY

- Typical Daily Structure
  - 7:00-8:00 AM  Breakfast
  - 8:30 AM  Getting ready for departure
  - 9:00 AM  Activity # 1
  - 12:00 PM  Lunch
  - 1:00 PM  Travel to next activity (ties)
  - 1:30 – 5:00 PM  Activity # 2 & activity # 3
  - 5:30 PM  End of activities
  - 6:00 PM  Relax, dinner and free time
PART 1.D. EVALUATION

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

Course Concept
  • Developing a study tour
  • Selling the concept: housing it

Allies
  • Faculty and staff

Liaisons
  • Contacts and collaborators

Course Development
  • Pilot Program (1993-1996)
  • Study Tour (1997-2009)

Evaluation
  • By students
  • Tools for planning future programs

(Power Process: #1-12)
PART 1.E. STUDENT COMMENTS

San Germán
STUDENT COMMENTS

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

– Jessica Wilson, 2007

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

– Sharene Long, 2001
“This has been, without a doubt, the best opportunity a college has given me up to this point, the most memorable one, and the most important. Someone close to me once said: “Experience is your best teacher.” I take that advice to heart. In the future, I will be able to say that the Buffalo State Study Tour to Puerto Rico was an experience that taught me numerous “essentials” when it comes to human interaction and compromise.”

– Gregory Jaskowiak, 2001 (Non-EOP)
“It gave me the experience to try to open and broaden my horizon for the future.”

– Christopher Beauvil, 2007

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

– Ramón López, 2007
“The information that I gained on this study tour is immeasurable. The experiences provided me with knowledge of a different culture. I learned the specifics of its people, values, government, beliefs and traditions. I do not feel as though all of this knowledge could be gained sitting in a classroom.”

- Megan Stenger 2001(Non-EOP)
“Every experience was unique and worth it.”

- Olga Valentín, 1994

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

- Iván Rodríguez, 1996

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

- Jazzmyn Thannie, 2007
PART 2
STUDY TOUR TO PUERTO RICO

11 YEAR STUDY
1993-2009
STUDY ABROAD
2009 & 2010 OPEN DOORS REPORT U.S.

- U.S. students studying abroad

2006/2007
- 8% for a total of 241,791

2007/2008
- 8.5% for a total of 262,416

2008/2009
- - 0.8 for a total of 260,327
PROFILE

- **Sex (2008/2009)**
  - 64.2% - Female
  - 35.8% - Male

- **Level (2008/2009)**
  - 36.8%: Junior year
  - 21.6%: Senior
  - 13.9%: Sophomore
  - 27.7%: Unspecified

## Leading Destinations

<table>
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<tr>
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<tbody>
<tr>
<td>1 U.K.</td>
<td>33,333</td>
<td>&gt; 12.0</td>
</tr>
<tr>
<td>2 Italy</td>
<td>30,670</td>
<td>&gt; 11.0</td>
</tr>
<tr>
<td>3 Spain</td>
<td>25,212</td>
<td>&gt; 9.0</td>
</tr>
<tr>
<td>4 France</td>
<td>17,336</td>
<td>&gt; 7.0</td>
</tr>
<tr>
<td>5 China</td>
<td>13,165</td>
<td>&gt; 3.0</td>
</tr>
<tr>
<td>6 Australia</td>
<td>11,042</td>
<td>&gt; 4.3</td>
</tr>
<tr>
<td>1 U.K.</td>
<td>31,342</td>
<td>&lt; 6.0</td>
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<tr>
<td>2 Italy</td>
<td>27,362</td>
<td>&lt; 11.0</td>
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<tr>
<td>3 Spain</td>
<td>25,212</td>
<td>&lt; 4.0</td>
</tr>
<tr>
<td>4 France</td>
<td>16,910</td>
<td>&lt; 3.0</td>
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<tr>
<td>5 China</td>
<td>13,674</td>
<td>&gt; 4.0</td>
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<tr>
<td>6 Australia</td>
<td>11,140</td>
<td>&gt; 1.0</td>
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Source: Open Doors 2010
### Increased Destinations to Non-Traditional Countries

<table>
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<tr>
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<tbody>
<tr>
<td>Middle East (22%)</td>
<td>Middle East (9%)</td>
</tr>
<tr>
<td>Africa (18%)</td>
<td>Africa (5%)</td>
</tr>
<tr>
<td>Asia (17%)</td>
<td>Asia (11%)</td>
</tr>
<tr>
<td>Latin America (11%)</td>
<td>Latin America (15%)</td>
</tr>
<tr>
<td>Source: Open Doors 2009</td>
<td>Source: Open Doors 2010</td>
</tr>
</tbody>
</table>
Other Destinations

- Strong rise to:
  - Peru (>32%)
  - South Korea (>29%)
  - Chile (>28%)
  - Denmark (>21%)
  - Argentina (>15%)
  - Netherlands (>14%)
  - South Africa (>12%)

Source Open Doors 2010
# Program Duration

<table>
<thead>
<tr>
<th>Preference</th>
<th>2006/07</th>
<th>2007/08</th>
<th>2008/09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short-term</strong> (summer, January term or 8 weeks or less during the academic year)</td>
<td>55.4%</td>
<td>56.3%</td>
<td>54.6%</td>
</tr>
<tr>
<td><strong>Mid-length</strong> (one or two quarters or one semester)</td>
<td>40.2%</td>
<td>39.5%</td>
<td>41.1%</td>
</tr>
<tr>
<td><strong>Long-term</strong> (one academic or calendar year)</td>
<td>4.4%</td>
<td>4.2%</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

Race & Ethnicity - Study Abroad 2006-2009 (Source: Open Doors 2010)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2008/09</th>
<th>2007/08</th>
<th>2006/07</th>
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<tbody>
<tr>
<td>American Indian</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<tr>
<td>Multiracial</td>
<td>1.6</td>
<td>1.2</td>
<td>1.2</td>
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<tr>
<td>Black or African American</td>
<td>4.2</td>
<td>3.8</td>
<td>3.8</td>
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<tr>
<td>Hispanic or Latino</td>
<td>6</td>
<td>5.9</td>
<td>6</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>7.3</td>
<td>6.6</td>
<td>6.7</td>
</tr>
<tr>
<td>White</td>
<td>81.9</td>
<td>81.8</td>
<td>80.5</td>
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</table>
"The conventional wisdom is that students who are at risk should be discouraged from studying abroad altogether," Rubin said. "But this suggests that study abroad can actually be an intervention to enhance the success for college students who are at-risk. Rather than derailing them, rather than diverting them, it actually focuses them."

* Don Rubin, Professor Emeritus of Speech Communication at the U Georgia; Research Director for GLOSSARI-the Georgia Learning Outcomes of Students Studying Abroad Research Initiative (USA TODAY® 14 July 2010).*
What makes this study abroad different?

**Typical**

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

**Puerto Rico**

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

ADMISSION STATUS

1993-2009

- EOP
- General

24; 29%
60; 71%
SEX DISTRIBUTION

1993-2009

Male
22; 26%

Female
62; 74%
Ethnic Distribution

1993-2009

- B: 20; 24%
- C: 10; 12%
- NA: 2; 2%
- Mix: 4; 5%
- H: 48; 57%
Hispanic Distribution
(48/84; 57%)

- Puerto Rican: 30; 63%
- Dominican: 15; 31%
- PR/Bk: 2; 4%
- Mexican: 1; 2%
Course Level Enrollment

- **NM**: 1; 1%
- **Se**: 26; 31%
- **Jr**: 26; 31%
- **So**: 24; 29%
- **Fr**: 7; 8%
**Course Registration**

- **Combined**: 46; 55%
- **Only STPR**: 38; 45%
Level Mobility

1993-2009

Final
After-1
STPR
Prior

Level Mobility NM
Level Mobility Se
Level Mobility Jr
Level Mobility So
Level Mobility Fr
Major Change
34 Majors Represented

1993-2009

14; 17%

70; 83%

Same
Other
PRE-STPR MAJOR DISTRIBUTION

<table>
<thead>
<tr>
<th>Major</th>
<th>Count</th>
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<tr>
<td>UNC</td>
<td>10</td>
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<tr>
<td>EEDU PK-6</td>
<td>6</td>
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<tr>
<td>HOSP &amp; T</td>
<td>6</td>
</tr>
<tr>
<td>HUM</td>
<td>5</td>
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<tr>
<td>PSY</td>
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<td>ENG SE</td>
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<tr>
<td>SWK</td>
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After STPR Participation Major Distribution

- HUM: 8
- BUS: 6
- HOSP. & T: 6
- EEDU PK-6: 5
- SPAN: 5
- PSY: 4
- SOC: 4
- CEDU-ENG: 3
- HEALTH & W: 3
- PUB COM: 3
- PSC: 3
- SWK/SPAN: 3
- UNC: 3
MINORS
15 REPRESENTED

<table>
<thead>
<tr>
<th>Minor</th>
<th>Count</th>
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<tr>
<td>SPAN</td>
<td>9</td>
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<td>AAS</td>
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<td>CRS</td>
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<td>HOSP. &amp; T</td>
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<td>PHI</td>
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</tr>
<tr>
<td>SAF</td>
<td>1</td>
</tr>
<tr>
<td>SOC</td>
<td>1</td>
</tr>
</tbody>
</table>
Registration Status

Spring 1993 - Fall 2010

- **Graduated**: 77% (65 in total)
- **Non-Grad**: 17%
- **Registered**: 5%
- **N-M**: 1%

Series2  Series1
Retention Rate

- Retained: 70% (83%)
- Attrition: 14% (17%)
GRADUATES & POST GRADUATES STUDIES*

- Graduates: 65; 77%
- Post-Grad: 19; 29%
GPA Distribution
1993-2010

- Probation
- Below 2.50
- 2.50 or Higher

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2.5</td>
<td>1</td>
</tr>
<tr>
<td>-2.0</td>
<td>4</td>
</tr>
<tr>
<td>2.0</td>
<td>17</td>
</tr>
<tr>
<td>2.50 or Higher</td>
<td>61</td>
</tr>
</tbody>
</table>

Note: GPA ranges and their respective probabilities.
Final Analysis
11 Years

1993-2010

Grad GPA 2.87
Other N-St 2.8
All-ST-Only 2.84
Combined 2.83
ST- Alone 2.86
After Participation 2.84
Before Participation 2.78
SUMMARY

- Most participating students are EOP
- Females predominate over males
- Majority of students are Hispanic, followed by Black, Caucasian, Mixed and Native American.
- Among Hispanic participants, Puerto Ricans comprise largest enrollment
- Most participants were Junior and Senior
Wide range of majors (34) and minors (15) represented

Majority of students did not change intended major, (70; 83%)

Most common majors were: Humanities (8), Business Studies (6), Hospitality & Tourism (6), Elementary Education PK-6 (5), Spanish (5)

Seventy-seven percent of participants graduated (65/84), utilizing the study tour to fulfill their academic requirements
SUMMARY CONT.

- Seventy-seven percent of participants that completed the course (63/82) retained a GPA above 2.50; required to participate in other study abroad, exchange and special programs (i.e. NSE)

- Student GPA increased as a result of participation in the STPR (2.86)

- Graduates GPA was higher than the GPA prior to the participation in the program (2.87)

- 82 (98%) students completed the program while only 2 (2%) did not

- In 11 years, students have highly recommended the program to prospective students consistently
PART 3

PUERTO RICO
THE ISLAND OF ENCHANTMENT

The Trip

May 23 – June 15
Puerto Rico
ROUTE

North West - South East

- North West
  - New York to Aguadilla
  - Camuy

- West
  - Mayaguez

South West

- San Germán

South

- Ponce
- Salinas Santa Isabel
- Guayama

South East

- Maunabo

East – Vieques - North

- East
  - Yabucoa
  - Humacao
  - Vieques (Off shore Island)

- North East
  - Fajardo
  - Rio Grande
  - Luquillo

- North
  - San Juan: Old San Juan, Santurce, Rio Piedras, Hato Rey
  - Carolina (North-East)
  - Loíza (North-East)
ROUTE

http://www.puertorico.com/map/
Lodging

http://www.puertorico.com/map/
NORTHERN IN-LANDS
Camuy River Caves
Camuy River Caves

Stalactites and Stalagmites
Observatory Arecibo
South West
PORTA COELI

San Germán
PORTA COELI
INTER AMERICAN UNIVERSITY

San Germán
South
Ponce City Hall
Square Plaza

Ponce
SQUARE PLAZA

Ponce
Serrallés Castle, Japanese Garden & Vigía Tower

Ponce
Serrallés Castle

Ponce
Firefighters’ Museum

Ponce
Ponce Architecture
PONCE ART MUSEUM
PONCE ART MUSEUM
Hacienda Buena Vista

Coffee & Corn Mill
Ponce
Coffee & Corn Mill

Hacienda Buena Vista
Tibes Indian Ceremonial Center

Ponce
TIBES INDIAN CEREMONIAL CENTER

Ponce
Tibes Indian Ceremonial Center

Petroglyph
LA RONDALLA

Humacao
La Rondalla: Exceptional Group

Humacao
Vieques: Off-Shore Island

Bioluminescent Bay
BIOLUMINESCENT BAY

Courtesy: Frank Borges LLosa at frankly.com,
TURTLE CONSERVATION PROJECT

Vieques
Turtle Conservation Project

Vieques
North
Rain Forest: El Yunque

Río Grande
LA COCA
La Mina Water Fall
UNIVERSITY OF PUERTO RICO

Río Piedras
SAN JUAN - CAROLINA
ROBERTO CLEMENTE SPORT CITY COMPLEX

Petra Cepeda, Vera Clemente & Evelyn S. Rosario
THE CAPITOL
The Capitol

Emancipation of Slaves
Old San Juan
EL MORRO FORT
El Morro Fort
Loíza: Festival Masks
Bomba & Plena

Loíza
2007
Group Dynamics

- Assessment
- Negotiation
- Identifying Issues
- Finding Solutions

Problem Solving
WHAT’S NEXT?
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  - Faculty Evaluators
  - Director’s Assistants
  - Clerical Staff
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  - Federal, State and Municipal Government Officials & Agencies
  - Profit and Non-for Profit Organizations
  - Family Hosts
- Puerto Rico Tourism Co.
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  - Photographer:
    - Frank Borges LLosa at <frankly.com>.
  - Rondalla Group, Courtesy of Prof. Jorge Camacho, Director
- Post Card Picture
  - Ramón López, 2007
APPENDIX

“Puerto Rico Study Tour Immerses Students in Culture, History.” *Buffalo State Bulletin* 55.25. 11 Mar 2009.

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


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