

International Cross-cultural Experiential Learning Evaluation Toolkit

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Final Project Report

Project Team

Dr. Bidhan Chandra, Principal Investigator
Dr. Runi Mukherji, Co-investigator
Rebecca Smolar, Co-investigator
Dr. Keith Landa, Co-investigator
Dr. Susan Jagendorf, Co-investigator
Dr. Patrice Torcivia, Co-investigator

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Project Description:

A consortium of five SUNY campuses (SUNY Empire State College, SUNY Cobleskill, The College at Old Westbury, Purchase College, SUNY Levin Institute), and Cornell University undertook this project to create International Cross-Cultural Experiential Learning Evaluation Toolkit to improve the development and assessment of international experiential learning activities. The Toolkit provides guidance to faculty to create and deliver appropriate international experiential learning activities that strengthen students' cross-cultural skills while they are engaged in international experiences such as study abroad programs, faculty-led international field trips, taking COIL courses or U.S. campus based other courses where international components are integral with the course. The Toolkit also provides guidance to faculty to coach their students to document their learning artifacts and to produce effective reflection pieces to appear in their e-Portfolios. The Toolkit is expected to be piloted in COIL courses, study abroad experiences, faculty-led trips, in-class curricular efforts, and international service learning experiences.

Project Team:

Dr. Bidhan Chandra (Principal Investigator) is Professor of International Business and Management at the Center for Distance Learning in SUNY Empire State College. He is an international educator and intercultural consultant and has taught undergraduate and graduate courses in international settings in the United States, Canada, Cyprus, Lebanon, China and Singapore. He is also an expert in global teams management and has provided consulting and training services to over 50 global companies over the past 15 years.

Dr. B. Runi Mukherji (Co-Investigator) is Professor of Psychology at SUNY College at Old Westbury. Her area of professional interest is cross cultural and multicultural issues in psychology. Her professional expertise is research methodology and she has served as the methodological and statistical consultant for a number of projects in health disparities in new immigrant populations at the Center for the Study of Asian American Health, NYU Medical School, since 2003 to the present.

Rebecca Smolar (Co-Investigator) is currently a Manager of Education at the National Association of Consumer Advocates. For the previous six years she works at the SUNY Levin Institute, managing the Global Workforce Project and Globalization101.org

projects. She also served as the Project Manager for the UCosmic Consortium, a data-based initiative to map global learning across university systems.

Dr. Keith Landa (Co-Investigator) serves as Director of the Teaching, Learning, and Technology Center at Purchase College. In his role as TLTC Director, Dr. Landa oversees the implementation and administration of learning applications at SUNY Purchase, and he and his staff provide the faculty development programming needed for the effective use of these tools by faculty.

Dr. Susan Jagendorf-Sobierajski (Co-Investigator) serves as the executive director of international education at SUNY Cobleskill. She oversees international student issues, study abroad programs and foreign language and ESL courses. She also designs international collaborative programs and supports faculty initiatives overseas.

Dr. Patrice Prusko (Co-Investigator) works as production and support Lead for MOOCs, SPOCs and Digital Initiatives at Cornell University. She worked in Empire State College International Programs in Lebanon, Turkey, Panama, Prague and Dominican Republic. She's frequently invited to speak about her experiences teaching in a blended learning environments in Latin America. Patrice holds a BS in Mechanical Engineering and MBA from Union College and a Ph.D. from University at Albany in Curriculum and Instruction.

Piloting Faculty and associated campus:

The following faculty from various SUNY campuses participated in piloting the first version of the toolkit. As an incentive, they were each paid a stipend of \$1,000.

1. Dr. Fernando Espinoza (SUNY Old Westbury)
2. Dr. German Zarate (SUNY Cortland)
3. Dr. Jason Pine (SUNY Purchase)
4. Dr. Lisa Jean Moore (SUNY Purchase)
5. Mary Schlarb (SUNY Cortland)
6. Dr. MD Haque (Empire State College)
7. Dr. Morag Martin (SUNY Brockport)
8. Dr. Nontsikelelo Mutiti (SUNY Purchase)
9. Dr. Richard Bonnabeau and Francesca Cichello (Empire State College)

Rationale and proposed outcomes:

Globalization is a process of interaction and integration among people, companies, and governments of different nations (<http://www.globalization101.org/> *Global Workforce*

Project). It is a process driven by many interdependent factors such as international trade, information technology and has wide-ranging effects on peoples, by the ways in which it impacts economic systems, physical environments and cultural concomitants. Few would oppose the argument that globalization is the primary force behind the current drive towards internationalization in education. The internationalization of higher education has taken many forms across a wide variety of institutions and educational settings. It has taken the form of recruiting more foreign students; increased research collaborations and scholarly exchanges with other countries; expansion of study abroad opportunities; changes in curriculum to incorporate more global content; and using informational and instructional technology to engage students, faculty and staff across national and international boundaries, just to name a few of the approaches taken by a variety of institutions.

However while the impetus for internationalization are not often in dispute, there is considerable disputation around the efficacy of various approaches, and, more importantly little agreement on how to assess the effects of these types of efforts towards internationalization. The present grant was designed to address one aspect of this much larger issue of the internationalization of higher education: to provide support for faculty members to promote and assess international cross-cultural experiential learning in a variety of higher educational settings; and to provide faculty with the technological tools to enable them to collect and assess artifacts to measure the impact of the international learning experience.

Specifically, a consortium of people from different sectors of SUNY came together to develop a Cross Cultural Toolkit. The consortium consisted of faculty who have taught courses with global content, from the Schools of Business and Liberal Arts and Education; administrators involved with International students and programs, as well faculty and staff with expertise in Instructional Technology, assessment of teaching and learning, and the development of online educational programming and curriculum design.

Components of this Toolkit to be developed were:

- **A Global Learning Rubric.** This Rubric would iteratively define and incorporate the most important elements of international experiential learning, as determined by the consortium of faculty. Since the members of the consortium came from a variety of different backgrounds it would enable the development of a rubric which could be used in a variety of higher educational setting and contexts. This rubric would be designed so that it could be used in course design as well as for assessment. Thus it would enable faculty to:

- Identify the international/global learning outcomes for their courses or experiential activities
 - Use components of the rubric to build assessments and activities to achieve identified learning outcomes
 - Use the rubric to assess the degree to which those learning outcomes were achieved in the course or course components and experiential activities.
- **Faculty Handbook :** This handbook would support faculty in:
 - Guide faculty in using the Rubric.
 - Help with designing courses with measurable international cross-cultural experiential learning outcomes, based on the rubric elements.
 - Provide suggested activities, assignments, and exercises corresponding to the rubric elements.
 - Use the Rubric to assess identified learning outcomes by providing templates and exemplars.
 - Provide guidelines, activities and techniques to promote student reflection. Student reflection is the primary means through which evidence of experiential learning can be gathered.
- **Technology Guide:** This guide is to enable faculty to gain facility with using e-portfolios in their courses, to gather evidence of student learning in general as well as reflective learning in particular. e-portfolios are also an efficient way to collate student work for evaluation and assessment, in general, and in this particular case, for assessment of international experiential learning .e-Portfolio adoption is a priority for the SUNY system and International Education staff are an excellent target audience to promote the use amongst faculty and students engaged in intercultural activities. e-Portfolios are a formidable tool to help students demonstrate learning and present future employers with a deep understanding of what students gained from their college experience, especially in the area of international experience.
- **Pre-and Post-experience Demographic Questionnaires (data collected on SurveyMonkey):** These questionnaires were developed to enable a more sensitive assessment of the overall impact of the experiential learning. The pre-experiential questionnaire have the following item sets:
 - Typical demographic data, e.g. gender, age, academic level, course type etc.
 - Students' expectations for the course/experience,
 - Students' reasons for registering for the specific type of course, and

- Items related to parameters that may contribute to or modulate that international experiential learning, such as
 - prior international and related experiences,
 - languages spoken at home
 - own country of birth, country of birth of their parents
 - A short Affective profile, consisting of 10 dimensions, based on the Big Five Personality traits ¹ (McCrae and Terracciano, 2005)

The post-experiential questionnaire repeated the items related to expectations and the Affective profile, in order to assess whether or not the expectations for the course had been met, and any changes that might have occurred in students' self evaluations.

These questionnaires could potentially be adapted and used by faculty to assess relationships between components of experiential learning and changes in students' "sense of self".

Research Process:

There was a protracted period between the start of the grant period and many of the major grant-related activities. A change in the PI from Dr. Patrice Torcivia to Dr. Bidhan Chandra became necessary right in the beginning of our project cycle as a result of Dr. Torcivia leaving the employment at Empire State and joining Cornell University. The transition caused some delays in getting the project started in a timely manner. Also, another initial roadblock was the IRB process. The principal IRB approval was accorded by Empire State College. Since the members in the consortium came from several different SUNY campuses, each member's campus had to accept the umbrella IRB approval from ESC. This procedure itself caused a number of delays in the initial phases of the project.

Development of Rubric:

Phase I: Fall 2013 - Construction of Super Rubric (Long form)

While the IRB process was going on, the team discussed the major components of an international experience that should be assessed, and the nature of the tool that might be constructed to enable faculty to efficiently assess outcomes of courses/experiences.

As part of the LEAP (Liberal Education and America's Promise) initiative, the American Association of Colleges and Universities (AACU) compiled a series of 16 rubrics called the VALUE rubrics in order to assess the essential learning outcomes identified by the LEAP initiative (<https://www.aacu.org/value/rubrics>). These rubrics have been tested by faculty in more than 100 campuses across the country.

It was decided to use a subset of the AACU VALUE rubrics, and the VALUE rubric format to construct the tool for this study. Five of these 16 rubrics were selected because they seemed to be related to the kinds of international experiential learning outcomes that have been discussed by the group. These five rubrics were:

- a) Global Learning
- b) Intercultural Knowledge and Competence
- c) Civic engagement
- d) Ethical reasoning
- e) Integrative learning

Permission was sought from the AACU to use the whole or parts of rubrics, or to use them in combinations, or combine elements from separated rubrics to form a new rubric. This was granted by Kevin Hovland, who at the time was in charge of AACU's Global Initiatives.

The five rubrics as listed above, have considerable overlap in their category and category definitions. The new Super Rubric was formed from the five rubrics, after elimination of overlapping components.

This super rubric had the following major categories and related subcategories (see attached):

- 1. Awareness, Knowledge, and Information**
 - a. Cultural Self Awareness
 - b. Cultural Worldview and Knowledge
- 2. Skill and Attitudes**
 - a. Verbal and nonverbal communication
 - i. Effective communication
 - ii. Ability to adapt communication strategies for action
 - b. Empathy
 - c. Perspective taking
 - d. Attitudes
 - i. Openness
 - ii. Curiosity
- 3. Applications of Learning: Connections, Reflections, and Self assessment**
 - i. General connection to academic knowledge
 - ii. Analysis of connections to global contexts.

The definitions of the elements within each of the categories were adapted from the framing language and definitions provided in the AACU rubrics. In most instances, the actual AACU wordings were used, with minor grammatical adjustments.

In the actual tables for the rubrics the scale definitions for each of the elements was kept almost identical to the corresponding scale definitions in the AACU rubric.

During the fall of 2013, Dr. Keith Landa, a team member and an e-portfolio specialist, also developed a series of e-Portfolio training videos to guide faculty and students on how to use the Mahara e-portfolio system. These guides were designed to help students take advantage of the tools available to them and to learn how to organize their assignments into a cohesive form.

Phase II: Spring 2014: Piloting of the Rubrics and e-Portfolios

In the initial stages of the of grant implementation, the research team had planned to hold workshops with the Pilot Faculty who would be using the Toolkit in the courses that they would be teaching in the Spring. These workshops were to have been held in the Fall 2013, and would have established a common understanding of the rubric across all pilots using the Rubric; consistent process of application of the rubric; and greater uniformity in constructing and identifying course assignments and activities corresponding to the rubric across all the courses. However, these workshops could not be conducted, because of the delay in obtaining the umbrella IRB approvals across all the campuses in the Consortium.

Three of the pilots at SUNY Purchase received in-person training using the Mahara system, while the rest of the faculty received the links to the training videos on how to use the system. The project leadership team communicated the piloting responsibilities to the pilots and provided them with the super rubric, faculty guide and student guide.

In order to establish some correspondence across course applications, it was decided to ask all pilots to give the same assignment at the beginning of the experience and at the end. This assignment took the form of four questions about personal goals that the students were asked to answer, with the phrasing changed to accommodate the pre- and post- questionnaire administrations. Responses to these four Personal Goals questions were to be added to the student e-Portfolios. The questions are below and the actual instructions are found in the student guide.

Personal Goals: (at the beginning of the semester/experience)

- a. In what ways do you think this experience/course will change your awareness, knowledge and information?
- b. In what ways will this experience/course change your attitudes toward people in other cultures?

- c. What new skills do you think you might gain from this course/experience?
- d. Do you think this course/experience will change you personally or professionally and why?

Personal Goals (at the end of the semester/experience)

- a. In what ways did your experience/course will change your awareness, knowledge and information
- b. In what ways did this experience/course change your attitudes toward people in other cultures?
- c. What new skills did you gain from this course/experience?
- d. Did this course/experience will change you personally or professionally and why?

Students were encouraged to use examples from their e-Portfolios to illustrate and provide evidence for their responses. These questions were chosen because it was assumed that they would allow the students to provide reflections that demonstrated one or more cross-cultural skills.

Phase III: Summer 2014 - Developing and Refining Rubric Scoring Schema (Short form)

The research team met during the summer to refine the scoring rubric. A subset of the data based on the Personal Goals statements from the e-Portfolios was used for this process.

It was found that six of the original Super Rubric elements were sufficient for a consistent analysis of this subset of responses to the Personal Goals Assignment. These are listed below:

- a) **Attitude:** Openness
- b) **Knowledge:** Cultural Worldview and Knowledge
- c) **Connections to experience:** General Connection of experience to academic knowledge
- d) **Connections to experience:** Cultural self-awareness
- e) **Transfer:** General transfer of knowledge and skills
- f) **Effective communication**

This scoring process also resulted in the development of a series of exemplars, which have been included in the Faculty Guide.

Phase III: Fall 2014 - Development of Scoring Schemas and analysis of Student Survey Data

All student e-portfolios were downloaded at the end of the summer 2014. All data from the Pre- and Post- Demographic Questionnaires were downloaded from SurveyMonkey.

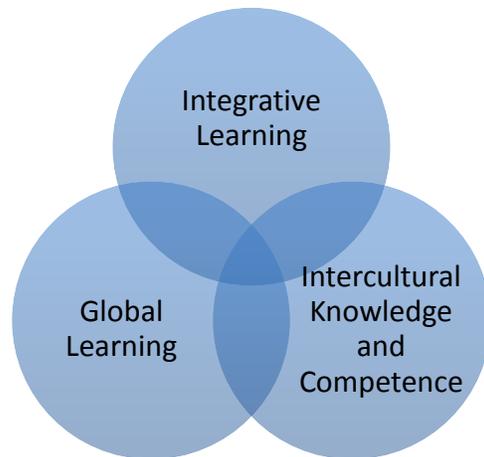
As can be seen from the Data Summary Form (Appendix 1), the types and quantity of data available from the e-Portfolios varied considerably across the courses. The same is true of the data collected on SurveyMonkey.

Development of Final Form of Cross Cultural Experiential Rubric with Schemas:

The shorter form of the rubric as developed in Phase III was used to score the assignments, Personal Goals statements, and other artifacts as available from the e-Portfolios. During this process, members of the Research team were able to collect and identify exemplars from the e-Portfolio artifacts that formed the Schemas for scoring. The final version of this Cross Cultural Experiential Rubric and Rubric Schema were compiled during a series of meetings that occurred in the Fall 2014. The eight rubric elements that emerged as central and necessary for the assessment of a wide variety of cross-cultural experiential learning contexts were:

- a) *Openness*
- b) *Cultural Worldview and knowledge*
- c) *General connection of experience to personal growth*
- d) *Connection of experience to academic context*
- e) *Cultural Self Awareness*
- f) *General Transfer of knowledge and skills*
- g) *Understanding of global context and impact*
- h) *Effective communication*

It is worth noting here that our Cross Cultural Experiential Learning Rubric as developed through this grant process, has the core elements from three AACU VALUE rubrics. This is an affirmative outcome.



The initial Super rubric we started with was a combination of five overlapping VALUE rubrics, and contained 17 elements. The theoretical overlapping of the VALUE rubrics may seem obvious. However, in actual application of the relevant AACU rubrics, and through the iterative process of refining the element definitions and using multiple scoring protocols, it has resulted in a shorter form that is easier to use and apply, to assess the outcomes of international experiential learning across a variety of settings.

Survey Data:

As described earlier, the pre- and post- experiential demographic questionnaires were conducted using SurveyMonkey. However, there were a number of significant issues that emerged in the data collection for this component of the materials.

- a) Since there had been no opportunity to interact with the Piloters prior to design of their courses, most piloters had not built in the incentives for students to respond to the questionnaires. It is possible that this is one of the major reasons why not all students in all participating courses attempted the questionnaires. In addition, even those students who did enter data, many did not complete the forms.
- b) Since again, the courses had not been designed to incentivize students to answer the questionnaires, few piloters required students to fill out both pre- and post- forms. In fact there were only seven students who appeared to have filled out both pre- and post-forms. This is too small a sample to allow for meaningful statistical analysis. Therefore, no differential quantitative analyses were done.

All data from Survey Monkey was collated. There were many instances where students had started filling out the questionnaires, but had stopped before completing them, or signed on multiple times, perhaps intending to complete their responses. This practice

resulted in many incomplete questionnaires, and many duplicate responses from students. After the raw data was reconciled and duplications removed, there were only 57 usable pre-experiential responses and 17 usable post-experiential responses. Missing data from within these usable responses, resulted in sample sizes so small that between group analyses were found to be inappropriate.

The final demographic information obtained from the sample is attached. Some of the key demographic findings were that:

- 67% of the sample was born after 1992, making most of the sample about 22 years old
- 90% of respondents were born in the United States.
- For nearly 70% of respondents, English is the only language spoken at home
- 72.5% of the respondents were participating in a COIL course
- **88% had travelled internationally prior to this experience**
- Expectations for the course: **Growth in self awareness** (71% very important), **Intellectual stimulation**(72.5% very important), **Growth in maturity and self confidence** (88% very important)

Reflections on E-Portfolio Adoption

The Mahara e-portfolio software was adopted by the students studying abroad and participating in faculty-lead trips and was adopted by two pilot classes (one class received in-person training and one class did not). Two classes did not adopt e-Portfolios. One of those classes submitted the answers to the questions via word documents and the other class submitted artifacts using a Wiki. Two other classes (which received in-person training on e-Portfolios) only responded to the pre/post questionnaire and did not provide any reflections.

One of the findings of this project is that while e-Portfolios can be an effective tool for collecting reflections, it is not always the best tool to collate assignments. Even though faculty were trained in using the tool, some chose not to use it as they did not believe it would enhance their class. Other faculty members decided that asking students to submit a reflective essay would accomplish the same goals and thus did not want to burden their students with learning a new technology.

On the positive side, one older student who went on a faculty-led trip noted in her e-portfolio reflection how much she gained from using portfolios. So some students may have gained an appreciation for the technology, though this appreciation was not measured in any of the assessments.

In the future, more buy-in will be needed to further e-portfolio adoption. Faculty will need to be convinced that it is the right tool to improve and demonstrate their student learning

outcomes, otherwise the e-Portfolios will not get adopted.

Bibliography

McCrae, Robert R.; Terracciano, Antonio; Personality Profiles of Cultures Project (September 2005). "Personality profiles of cultures: aggregate personality traits". *Journal of Personality and Social Psychology* 89 (3): 407–25. doi:10.1037/0022-3514.89.3.407.PMID 16248722

Preliminary analyses of Survey Monkey Pre questionnaire data

Some responders had partially filled out the questionnaire and then reopened the questionnaire using a different log in name. Only responders who had completed the majority of the questions, come to the end of the questionnaire and submitted the completed form, were included. There was one person who filled out the questionnaire more than once, because the person was registered for more than one course in the sample. Only one response was included in this analysis.

Respondent Characteristics:

- Total Number of responders: 51
- Male 17; Female 34
- Academic standing:

Freshmen	1	2%
Sophomore	9	18%
Junior	20	40%
Senior	17	33%
Graduate	4	8%
- 67% of the sample was born after 1992, making most of the sample about 22 years old;
- Anthropology (6, 12%) and Sociology (8, 16%) were the two most common majors
- Ethnicity:

Hispanic	12%
White	63%
Black	8%
Asian	6%
- Respondent nationality: 90% of respondents born in US. Two respondents born in Asia; 3 in Central or South America.
- Parent nationality/ethnicity
 - Mother born in US 59%; If not born in US, ethnic origin European (37%) Central and South America (37%). Almost 2/3 of the sample did not respond to this question.
 - Father born in US 77%; 46% ethnic origin Central or South America; 18% Europe
- For nearly 70% of respondents, English is the only language spoken at home; 18% say that English and Spanish are spoken at home.

1. **Type of course responders are taking:**

- a. Academic course 5 9.8%
- b. Study abroad 9 17.6%
- c. COIL 37 72.5%

2. Why they had chosen to participate in this type of experience:

- a. **Course not available at home institution:** This was relatively unimportant or inapplicable for 51% (26); 35% said it was somewhat to very important
- b. **To gain work experience:** Not important/NA 51% (26); 40% said it was somewhat to very important.
- c. **Interest in global issues:** 77% somewhat to very important
- d. **Travel to new places:**53% said it was very important
- e. **Enhance resume/employment opportunities:** 77% said this was somewhat to very important
- f. **Meeting students from other cultures:**82% said it was somewhat to very important (59% said it was very important).
- g. **Increase language frequency:** 40% said it was Not important/NA and 53% said somewhat to very important
- h. **Fulfill general or language proficiency requirements:** 73% somewhat to very important.

3. **Personal characteristic of responders:**

Loner1 - Joiner7

		Frequen cy	Percen t	Valid Percent	Cumulative Percent
Valid	1.00	2	3.9	4.0	4.0
	2.00	1	2.0	2.0	6.0
	3.00	6	11.8	12.0	18.0
	4.00	14	27.5	28.0	46.0
	5.00	10	19.6	20.0	66.0
	6.00	9	17.6	18.0	84.0
	7.00	8	15.7	16.0	100.0
	Total	50	98.0	100.0	
Missin g	99.0 0	1	2.0		
Total		51	100.0		

reserved1 - outgoing7

		Frequen cy	Percen t	Valid Percent	Cumulative Percent
Valid	2.00	1	2.0	2.0	2.0
	3.00	5	9.8	10.2	12.2
	4.00	16	31.4	32.7	44.9
	5.00	8	15.7	16.3	61.2
	6.00	7	13.7	14.3	75.5
	7.00	12	23.5	24.5	100.0
	Total	49	96.1	100.0	
Missin g	99.0 0	2	3.9		
Total		51	100.0		

trusting1 - suspicious7

		Frequen cy	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	23.5	24.0	24.0
	2.00	11	21.6	22.0	46.0
	3.00	10	19.6	20.0	66.0
	4.00	8	15.7	16.0	82.0
	5.00	6	11.8	12.0	94.0
	6.00	1	2.0	2.0	96.0
	7.00	2	3.9	4.0	100.0
	Total	50	98.0	100.0	
Missin g	99.0 0	1	2.0		
Total		51	100.0		

openminded1 - crtical7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	23	45.1	46.0	46.0
	2.00	14	27.5	28.0	74.0
	3.00	6	11.8	12.0	86.0
	4.00	5	9.8	10.0	96.0
	6.00	1	2.0	2.0	98.0
	7.00	1	2.0	2.0	100.0
	Total	50	98.0	100.0	
Missing	99.00	1	2.0		
Total		51	100.0		

conscientious1 - careless7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	16	31.4	32.0	32.0
	2.00	18	35.3	36.0	68.0
	3.00	7	13.7	14.0	82.0
	4.00	6	11.8	12.0	94.0
	5.00	1	2.0	2.0	96.0
	6.00	2	3.9	4.0	100.0
	Total	50	98.0	100.0	
Missing	99.00	1	2.0		
Total		51	100.0		

disorganized1 - organized7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	7.8	8.2	8.2
	2.00	1	2.0	2.0	10.2
	3.00	3	5.9	6.1	16.3
	4.00	6	11.8	12.2	28.6
	5.00	13	25.5	26.5	55.1
	6.00	14	27.5	28.6	83.7
	7.00	8	15.7	16.3	100.0
	Total	49	96.1	100.0	
Missing	99.00	2	3.9		
Total		51	100.0		

eventempered1 - temperamental7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	18	35.3	36.0	36.0
	2.00	10	19.6	20.0	56.0
	3.00	8	15.7	16.0	72.0
	4.00	9	17.6	18.0	90.0
	5.00	2	3.9	4.0	94.0
	6.00	3	5.9	6.0	100.0
	Total	50	98.0	100.0	
Missing	99.00	1	2.0		
Total		51	100.0		

emotional1 - unruffled/calm7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	5.9	6.0	6.0
	2.00	4	7.8	8.0	14.0
	3.00	7	13.7	14.0	28.0
	4.00	14	27.5	28.0	56.0
	5.00	5	9.8	10.0	66.0
	6.00	11	21.6	22.0	88.0
	7.00	6	11.8	12.0	100.0
	Total	50	98.0	100.0	
Missing	99.00	1	2.0		
Total		51	100.0		

like challenge - prefer routine

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	9	17.6	18.0	18.0
	2.00	10	19.6	20.0	38.0
	3.00	11	21.6	22.0	60.0
	4.00	12	23.5	24.0	84.0
	5.00	3	5.9	6.0	90.0
	6.00	5	9.8	10.0	100.0
	Total	50	98.0	100.0	
Missing	99.00	1	2.0		
Total		51	100.0		

conventional1 - creative7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	4	7.8	8.0	8.0
	4.00	7	13.7	14.0	22.0
	5.00	14	27.5	28.0	50.0
	6.00	13	25.5	26.0	76.0
	7.00	12	23.5	24.0	100.0
	Total	50	98.0	100.0	
Missing	99.00	1	2.0		
Total		51	100.0		

4. **Expectations for course:**

- a. **Growth in interpersonal skills:** 82% somewhat to very important
- b. **Learning to adapt to new skills and surroundings:** 90% said it was somewhat to very important (63% very important)
- c. **Learning and understanding other ways to see the world:**76% said very important
- d. **Growth in self awareness:** 71% very important
- e. **Intellectual stimulation:** 72.5% very important
- f. **Growth in maturity and self confidence:** 88% very important
- g. **Greater understanding of different cultures:** 71% very important
- h. **Increased ability to communicate in foreign language:** 35.3% NI/NA and about 40% said somewhat to very important
- i. **Gain different perspective on US culture**84% somewhat to very important.
- j. **Increased understanding of US role in world affairs and history:** 76% somewhat to very important.
- k. **Learning about my country or my parents country of origin:** 45% said NI/NA; about a quarter said it was important.
- l. **Understanding how to interact with people from different cultures:**80% somewhat to very important.

5. **International Interests and Activities:**

- a. I often read about world news and current events: 67% somewhat to strongly agree (41% somewhat agree)
- b. If I were to travel, I would go where most people speak and understand my language: 30% neither agree nor disagree, about 25% somewhat agree or somewhat disagree. **This item is split exactly down the middle.**

- c. **57% of the responders agree that they can locate at least 15 countries on a map, 22% somewhat agree that they can...**
 - d. **Knowledge of other cultures make me better understand my own** 82% somewhat to strongly agree.
 - e. **Hesitant to travel because I worry about safety:** 87% somewhat to strongly disagree.
 - f. **Learning other languages or about other cultures will prepare me for the global workforce:** 92% somewhat to strongly agree
 - g. **I think there would be difficulties working with people from cultural backgrounds other than my own:** 59% somewhat to strongly disagree
 - h. **Because I speak English, I don't need to learn a new language to speak with people from other countries:** 87% somewhat to strongly disagree.
 - i. **Cultural differences can be understood if people are open to other cultures:** 69% strongly agree; 26% somewhat agree
 - j. **I have a lot to learn from other cultures:** 61% strongly agree.
 - k. **Purchase music CD's in other languages:** 30% somewhat agree, 26% strongly agree.
6. **Travel outside the US:**
- a. **88% have travelled prior to this experience; 12% have not**
 - b. Those who have,
 - i. 47% travelled 2 -4 times
 - ii. 40% have travelled 5 or more times
 - iii. The typical duration of these trips was 1 – 2 weeks; although 12% said the trips lasted over a month.
7. **Types of international activities that they have participated in in the past:** 26% of respondents said that they had visited relatives; 5 responders said that they had combined visiting relatives with either a faculty trip abroad or a youth group trip abroad.

Preliminary analysis of Post questionnaire:

- Total respondents: 17
- Type of course:
 - Course embedded 8 47%
 - COIL 6 36.3
 - COIL + Faculty led study 1 person
 - Study abroad and service learning 2 people

There were 12 people of the 17 who did not fill out any of the demographic questions. For those who did, the gender breakdown, year of birth, academic status etc. look roughly similar to those who filled out the pre questionnaire.

- 25% have travelled outside US

**None of the other respondent characteristics have enough data to make analysis appropriate.

****PLEASE** note that the choices on the Likert scale questions have “extremely important” as the scale item NOT “very important” as in the Pre-questionnaire

1. Why did you chose to participate in this type of course:

- a. Not offered at home institution 60% NI/NA
- b. Gain work experience 59% NI/NA
- c. Interest in global issues 47% somewhat important
- d. Travel to new place 53% somewhat to extremely important
- e. Enhance employment/resume 41% extremely important
- f. Meet students from other cultures 69% somewhat to extremely important
- g. Increase language fluency 59% NI/NA
- h. Fulfilling general or language proficiency reqs. 71% somewhat to extremely important

For 82% of the respondents, the course did not require travel abroad.

Reponses:

What effects did the course have? 14 out 17 people did not respond to these questions... those who did, all said that the course had “enormous effects” on:

- Growth in interpersonal skills
- Learning to adapt to new cultures
- Understanding new ways of seeing world
- Intellectual stimulation
- Understanding other cultures
- Understanding US

With respect to international activities and interests, the only place that the post test responders were really different than the pre....

- 60#% did not agree that they have or buy music from other cultures.
- Post responders, 30% of them agreed that they were hesitant to travel due to safety concerns
- Post responders 47% strongly agreed that they would prefer to go to places where people spoke or understood English! Almost the reverse of the pre-people