



Barbara H. Padnos International Center

ASSESSMENT REPORT 2008

This report is an overview of the ongoing assessment activities of the Barbara H. Padnos International Center, College of Interdisciplinary Studies.

PART I: Overview of Padnos International Center (PIC)

GVSU's Catalog: Description of PIC

Grand Valley State University's mission, values, and vision statement include references to educating students in the global community beyond Michigan or the USA. Grand Valley recognizes that a foundation to a strong university education includes an understanding of other cultures as well as a global vision. With this in mind, the Padnos International Center is charged with the responsibility of creating international opportunities for the University community.

The Padnos International Center is a unit in the College of Interdisciplinary Studies. This department services the entire University by supporting efforts that aid in internationalizing the campus community. Primary responsibilities include: international student and scholar services, study abroad advising and program development, international partnership development, faculty and staff development, raising campus awareness of international issues and opportunities, serving as a catalyst for international curriculum development and collaborative outreach to the surrounding community.

PIC Constituents

The Padnos International Center represents a wide-range of constituents including: international students and scholars, study abroad, faculty and staff associates, International Education Committee, and various international partners.

International Students and Scholars represents all of the international students (both degree-seeking and exchange students) and visiting scholars from various countries. The majority of the international students direct enroll to GVSU and seek either a Bachelors or Masters Degree. Some may enroll after time spent at another US institution (transfer students) or after time at an ELS Language Center. GVSU also hosts international students that come from various international partners as part of a formal exchange program. International exchange students generally attend GVSU for one semester or one academic year, depending on the

exchange agreement. PIC also welcomes visiting scholars from international partners, as well as independent scholars.

Study abroad represents both students and faculty that are involved in study abroad programs. GVSU coordinates between 15-20 faculty-led programs each year resulting in over 240 students going abroad with a GVSU faculty person and receiving GVSU credit for particular courses. Students may elect to participate in an international internship or an independent study as alternatives to a structured study abroad program. In addition to these options, PIC works with over 40 different international partnerships whereby students can choose to study for a semester, year, or summer. Students selecting these programs receive academic instruction from the partner university, credit for which transfers back to GVSU upon completion of the program.

Faculty/Staff Associates represents our campus constituents - those individuals employed by the university that have an interest or expertise in an area of the world. This group is convened on an annual basis in order for PIC to communicate upcoming initiatives and programs of interest. This group is primarily used as a resource to PIC when various initiatives are developed.

International Education Committee is an elected body that represents each of the colleges at GVSU, faculty-led program directors, and area studies. This group convenes once per month to make recommendations to the Executive Director on a variety of issues, including review of GVSU's faculty-led programs.

International Partnerships represents GVSU's 40 international partners from around the world. GVSU's international partnerships can be categorized into 3 distinct areas: affiliations, exchanges and consortiums.

PIC Mission

To engage the University community in the development of meaningful international experiences which foster an appreciation and awareness of diverse cultures, people and ideas.

PIC Vision

The Padnos International Center is committed to providing students, faculty and staff with opportunities that enhance their awareness and understanding of international and intercultural issues. By offering a welcoming environment and developing diverse and substantive programs, we seek to build collaborative relationships that embrace liberal learning and cross-cultural understanding.

PIC Values

1. International Students and Faculty in the GVSU community
 - Diversity of perspectives they bring, in and out of class
 - Expertise in academic and non-academic areas of interest
 - Integration into the academic and social culture.
2. Study Abroad experiences that strive to include
 - Integration of participants into the culture of the host country or region
 - Encouragement of participants to learn the language of the country or region
 - Encouragement of participants to learn the history of the host country or region
 - Quality curriculum connected to the study abroad experience and host country

- Appropriate advising and orientation
 - Concern for participants' health and safety
3. Faculty/staff involvement and input in our programs, through
- International Education Committee
 - Faculty awareness of and support for study abroad programs
 - Cooperation with PIC on international-related programming on campus
 - Participation in partner-related opportunities
 - International research, teaching, and professional development

PART II: Student Learning Goals

Student Learning Goal 1: International students will demonstrate an understanding of GVSU policies, procedures, and student life that will aid them in successfully integrating into the university.

Objective 1:

All international students will receive an orientation that will aid them in successfully integrating into GVSU.

Measurement 1: A survey will be conducted to find out if international students think the orientation program was beneficial in helping them to understand the policies, procedures, and student life of the university. Goal: 85% of students surveyed will indicate that the orientation program was beneficial.

The survey was launched and completed in February of 2008. *N* = 64 total attempts, 54 actual completed surveys. [23 identified as male, 31 as female; 23 identified as living on campus, 31 live off campus; 31 are undergraduate students while 22 are graduate students]

Findings:

64% of students rate communication about events as high or close to high, while 94% rate communication at average to high.

85% of students rate the attitude and services of the Director of International Student and Scholars Services as high or close to high, while 94% rate attitude and services provided at average to high.

60% of students rate faculty attitudes and services towards international students as high or close to high, while 85% rate attitudes and services provided as average to high.

85% of students rate the attitudes and services of the staff of Padnos International center as high or close to high, while 96% rate attitude and services provided as average to high.

62% of students rate GVSU staff attitudes and services as high or close to high, while 88% rate attitudes and services provided as average to high.

Interpretation of Comments

Overall, international students are pleased to be attending GVSU. They enjoy the faculty, classes, fellow students, opportunities and the Padnos International Center staff. Their concerns primarily relate to finances (tuition, jobs, scholarships), weather and transportation. They would like to have additional opportunities to meet with American students at GVSU. The registration process before starting school needs to be explained further for students. They find the orientation helpful.

Most students would recommend GVSU to students from their home country. Many of the students would offer advice on getting to know faculty, advisors, and differences in education styles to new students.

Measurement 2: A focus group will be conducted to fine out if international students think their orientation was beneficial in helping them to understand the policies, procedures, and student life of the university.

2 Focus groups were held in October, 2007. All new international students were invited to participate, and dinner was provided. Unfortunately, participation was extremely low. The two that participated were pleased with the arrival information and orientation that they had received. They would have like additional information about off-campus housing. The orientation sessions were helpful to them. They also enjoyed making friends during this time.

The two students had suggestions of how to increase participation in focus groups, so we will take that into advisement for next year, and publicize the focus groups on *Facebook*.

Student Learning Goal 2: To increase awareness and understanding of cultural diversity through study abroad.

Objective 1:

Students will demonstrate an increased awareness and understanding of cultural diversity after studying abroad.

Measurement 1: Administer a survey to students before and after they study abroad to determine if they have increased understanding of cultural diversity after studying abroad.

The measurement used to survey students was the Intercultural Development Inventory (IDI). This survey was delivered for the first time to GVSU study abroad students on October 29th, 2008. A total of 42 surveys were completed out of a total of 101 winter 2008 study abroad participants. A written report by the IDI evaluator, attached as an appendix (by Ela Rossmiller) outlines the level of intercultural competence of those students completing the pre-departure survey.

Students that completed the pre-test will be asked to complete a post-test in September, 2008. During the pre-test, students were asked to put down their student number as a means for matching up the results. The IDI evaluator is the only person who has access to the identifying number. Due to this reason, all winter 2008 study abroad participants will be sent the notice

requesting that they complete the post-test. The announcement will ask students to complete a post-test only if they completed a pre-test. The post-test will be offered during the week of September 8th-12th. The results will be sent to the IDI evaluator and a report will be generated on whether or not students demonstrate an increased awareness and understanding of cultural diversity after a study abroad experience.

Measurement 2: A survey will be conducted of study abroad alumni to see if studying abroad had an influence on career choice and in lifelong learning of other cultures. Goal: 60% of study abroad alumni will report that studying abroad has significantly impacted their career choice and interest in lifelong learning of other cultures.

A survey instrument was developed by the Padnos International Center for GVSU's study abroad alumni. The intent was to survey alumni to ask if studying abroad had an influence on career choice and in lifelong learning of other cultures. The survey was sent to 803 alumni on November 27, 2007 through Zoomerang web survey. The survey was open for several months and was closed on March 7, 2008. The alums surveyed represent participants in faculty-led programs, exchange/affiliate programs, and non-GVSU sponsored programs. The survey generated a response of 20% or a total of 162 complete and 5 partial surveys submitted.

The following twelve questions were asked:

1) On which type of study abroad program did you last participate as a GVSU student?

Semester abroad: 109 (65%)
Year abroad: 24 (14%)
Summer abroad: 37 (22%)
GVSU faculty-led program: 11 (6%)
Internship abroad: 1 (<1%)
Other: 1 (<1%)

2) Since then, has your study abroad experience assisted you or positively influenced your career or further education?

Yes 153 (92%)
No 14 (8%)

3) In your personal or professional life do you use any languages other than English on a regular basis?

Yes 55 (33%)
No 112 (67%)

4) My study abroad experience helped equip me to better handle intercultural situations?

Strongly agree 108 (65%)
Agree 48 (29%)
Neutral 9 (5%)
Disagree 1 (<1%)
Strongly disagree 1 (<1%)

5) My study abroad experience has caused me to have a heightened awareness of world events and trends.

Strongly agree 108 (65%)
Agree 51 (31%)
Neutral 4 (3%)

Disagree 2 (<1%)
Strongly disagree 1 (<1%)

6) My study abroad experience has helped me get a job or get promoted.

Strongly agree 29 (17%)
Agree 37 (22%)
Neutral 82 (49%)
Disagree 16 (10%)
Strongly disagree 3 (2%)

7) My study abroad experience has opened up an interest/passion for other cultures and/or languages?

Strongly agree 112 (67%)
Agree 46 (28%)
Neutral 5 (3%)
Disagree 2 (<1%)
Strongly disagree 1 (<1%)

8) My study abroad experience helped improve my problem-solving skills?

Strongly agree 53 (32%)
Agree 73 (44%)
Neutral 34 (20%)
Disagree 4 (3%)
Strongly disagree 2 (1%)

9) My study abroad experience increased my self-confidence?

Strongly Agree 85 (51%)
Agree 65 (39%)
Neutral 15 (9%)
Disagree 1 (<1%)
Strongly disagree 1 (<1%)

10) My study abroad experience caused me to change or refine my political and social views?

Strongly agree 41 (25%)
Agree 59 (36%)
Neutral 49 (30%)
Disagree 13 (8%)
Strongly disagree 3 (2%)

11) My study abroad experience enhanced my communication skills in general?

Strongly agree 65 (39%)
Agree 77 (46%)
Neutral 19 (11%)
Disagree 4 (2%)
Strongly disagree 1 (<1%)

12) I'm happy with my decision to study abroad while at GVSU?

Strongly agree 155 (93%)
Agree 8 (5%)

Neutral 2 (1%)
Disagree 0 (0%)
Strongly disagree 1 (<1%)

In response to our assessment, the Padnos International Center was interested in learning whether study abroad has an influence in career choice and in lifelong learning of other cultures.

Does study abroad have a positive influence on student's career choice?

The results of this survey show that over 92% of respondents believed that study abroad positively influenced their career. Additionally, 39% of respondents believed that studying abroad either helped them to get a job or get promoted. While the question asked of alumni does not exactly align with what we initially set out to find, the information is still valuable and shows evidence that study abroad does positively impact a person's career. Our goal was to have 60% of study abroad alumni report that study abroad significantly impacted their career choice.

Does study abroad have an influence on lifelong learning of other cultures?

Our second question focused on whether or not study abroad had an influence in a person's lifelong learning of other cultures. 95% of those surveyed agreed that studying abroad opened up an interest or passion for other cultures and/or languages. Our goal was to have 60% of study abroad alumni report that study abroad has significantly impacted their interest in lifelong learning of other cultures.

Issues/Recommendations

One primary weakness of the survey is the question which asks whether or not studying abroad had an influence on a student's career choice. Our interest was to learn if study abroad influenced a person's career choice, but the actual question asks whether or not study abroad positively influenced their career. The word "choice" was left out of the survey question. While this does change how we look at the results of this particular question, we have found the information to be valuable in understanding the impact study abroad has on an individual's career.

A significant concern with the launch of this survey was the incomplete list of alumni contacts. Of the thousands of students that have studied abroad through GVSU, we were only able to find current contact information for 803 alumni. We were pleased with a 20% response rate, but would find value in developing more accurate contact lists of study abroad alumni. The Padnos International Center has already started the dialog with the Alumni Relations Office on how we might work together to improve the contact list of study abroad alumni.

Finally, the intention was for this survey to be launched in early fall. Due to complications with the launch, it was sent out at the end of November. In the future, the timing of the launch will be more carefully considered in order to avoid the holiday season.

PART III: Program Goals

Program Goal 1: To increase the number of students participating in quality study abroad programs.

Objective 1

Increase enrollment in study abroad.

Measurement 1: Track enrollment trends.

The Padnos International Center continues to see increases in study abroad participation, particularly in independent programs. There was a dip in the number of participants on faculty-led programs for the upcoming Spring/Summer term, and we will continue to monitor the faculty-led program enrollment to look for trends or reasons for this dip.

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Academic Year SA	10	14	18	23	28	27	30	26
Fall SA	26	21	29	56	71	85	74	98
Winter SA	24	40	57	65	77	84	101	
Spring/Summer SA	39	40	46	64	91	157	178	
Internships & Indep. Study	-	-	5	22	13	17	17	
Total Independent	99	115	145	230	280	370	400	
Faculty-led programs	233	215	239	245	240	254	186	
Total Study Abroad	332	330	344	475	520	624	586	

Updated 8 April 2008

The Padnos International Center continues to see significant growth in the semester study abroad participation, as well as the independent summer study abroad. In response to the demand for these programs, the Padnos International Center staff identifies a number of annual strategic priorities that align with the interests of our students. Recent priorities include:

- Study abroad opportunities in South America - PIC is in the process of finalizing arrangements for a program in Chile.
- Study abroad opportunities in Asia – PIC is in the process of developing programs in South Korea, China, Taiwan, and Japan.
- Study abroad opportunities in Italy focusing on intermediate to advanced speakers of Italian – PIC is in the process of finalizing an agreement with the University of Perugia and the Universite per Stranieri de Perugia.

In the recent past, PIC identified a high student demand for programs in the U.K. and Australia. Due to these demands, two additional programs were added in both England and Australia. Additionally, PIC worked closely with each of the Area Studies programs to develop a study abroad opportunity that would fit the needs of the Area Studies curriculum and student interests. As a result, programs were established in Ghana, Turkey, and China.

In reviewing the data on the number of student participants, one factor that continues to stand out is the high percentage of students that complete the application process, but fail to follow-through with participating in their study abroad program. The information above reflects the number of study abroad participants, however, we are also keeping data on the number of students that apply and then withdraw from the program. While the rate of attrition varies from semester to semester, this is an area that warrants additional attention. By better understanding the reasons

for non-participation, we can begin to target new programs and resources that may better assist students in the process in hopes of making an impact on their ability to participate in study abroad. The feedback students submitted regarding their reason for withdraw fall primarily into the following categories: (1) unable to afford their study abroad program, (2) scheduling problems or change of major, (3) personal reasons such as health or family issues, (4) not ready to participate.

Recommendations:

Continue to track enrollment trends to identify programs that are in high demand by our students. Seek to develop relevant, sustainable and affordable programs.

Continue to review and assess the reason why students withdraw their study abroad application. Given that a high percentage of students are expressing difficulty in funding their study abroad, Padnos International Center will consider these issues when developing new programs. Additional efforts will be made to reach out to students at high risk of withdrawing in order to see if there are resources that can help the student address their specific concerns.

The Padnos International Center will consider developing a workshop for students on how to apply for competitive grants and scholarships that can be used to offset the cost for study abroad.

Objective 2

Students will study abroad through quality programs and will receive quality services from PIC.

Measurement 1: Administer program evaluations which students complete after studying abroad.

In order to better assess the quality of study abroad programs, the Padnos International Center asks all study abroad participants to complete an evaluation upon return from their program. A survey was developed by the Padnos International Center and was sent to all of the Fall 2007 study abroad participants on December 20th, 2007. The survey was open for several months and closed on March 7, 2008. Of the 73 survey invitations sent out, 21 students submitted a complete survey and 6 students submitted a partial survey resulting in a 36% response rate. A sample of the questions that relate to our interest in learning about the quality of the study abroad program is listed below.

ON-SITE SUPPORT SERVICES

The on-site staff was available to answer my questions.

Of the 27 responses, 25 students (93%) agreed or strongly agreed with this statement.

The on-site staff was helpful.

Of the 27 responses, 24 students (89%) agreed or strongly agreed with this statement.

The onsite staff conducted an appropriate on-site orientation.

Of the 27 responses, 22 (82%) agreed or strongly agreed with this statement.

The on-site staff helped me to take part in and understand the local culture.

Of the 27 responses, 23 (85%) agreed or strongly agreed with this statement.

There were adequate instructional resources available.

Of the 27 responses, 21 (78%) agreed or strongly agreed with this statement.

I am satisfied with the on-site support I received on this program.

Of the 27 responses, 22 (81%) agreed or strongly agreed with this statement.

ACADEMIC PROGRAM

I am happy with the academic program.

Of the 27 responses, 22 (81%) agreed or strongly agreed with this statement.

Assignments, readings, and other coursework was relevant and helpful in learning course material.

Of the 27 responses, 21 (77%) agreed or strongly agreed with this statement.

Overall, instructor(s) were knowledgeable of the subject area.

Of the 27 responses, 24 (89%) agreed or strongly agreed with this statement.

I would recommend this academic program.

Of the 27 responses, 24 (89%) agreed or strongly agreed with this statement.

PADNOS INTERNATIONAL CENTER

PIC's Pre-departure orientation was helpful.

Of the 27 responses, 23 (85%) agreed or strongly agreed with this statement.

Written materials made available online and in the orientation packet were helpful.

Of the 27 responses, 22 (81%) agreed or strongly agreed with this statement.

PIC staff were knowledgeable.

Of the 27 responses, 23 (85%) agreed or strongly agreed with this statement.

PIC staff were helpful.

Of the 27 responses, 22 (81%) agreed or strongly agreed with this statement.

INDIVIDUAL DEVELOPMENT

I am more receptive to different ideas and ways of living.

Of the 27 responses, 27 (100%) agreed or strongly agreed with this statement.

My interest in world events has increased.

Of the 27 responses, 23 (85%) agreed or strongly agreed with this statement.

My appreciation of other people and cultures has increased.

Of the 27 responses, 26 (96%) agreed or strongly agreed with this statement.

Recommendations

The Study Abroad Evaluation is being used as a tool to better understand the quality of student's experiences abroad as well as through the pre-departure stage. The survey was sent out to all fall participants immediately following the end of the semester on December 20th, 2007. The vast majority of the students were home by the time they received the invitation to complete the survey.

The survey revealed that the majority of students are satisfied with their study abroad experience and the services they received from PIC. On average, students reported an 80-90% satisfaction rate. To learn more about what could be improved, we have also scheduled a focus group [see below] to see if the feedback is consistent and to secure more concrete suggestions on areas for improvement.

While the response rate was adequate for what we wanted to learn for assessment purposes, we would like to see an increased response rate in the future. One recommendation is to reduce the number of questions on the survey to see if that improves the response rate. The partial surveys that were submitted did not answer the open-ended questions that were asked at the end of the survey. While the open-ended questions provided the most concrete and valuable feedback, they are more time consuming. The next survey will be a better mix of types of questions in an effort to improve response rates.

Finally, after carefully reviewing the evaluations, the PIC staff decided that it does not have a good mechanism for tracking program specific feedback to look for trends. First, students are not required to submit details on their program of study. Second, for those that do identify their

program, we have not developed a mechanism for tracking program specific feedback from semester to semester in order to better assess the satisfaction rates. This is important as we strive to promote participation in quality programs.

Measurement 2: A focus group will be conducted to ask students to report on the quality of the study abroad program and services they received from PIC.

After many failed attempts, we eventually were able to mount a focus group on 18 April 2008. Students simply would not respond to the invitations, or accept the invitations. The 18 April 2008 focus group, even with free gifts/food, only attracted three participants (several didn't show). Therefore, the findings are limited, because of the numbers of participants. The report is attached as Appendix 2.

Program Goal 2: Encourage internationalization throughout the GVSU community.

Objective 1

Encourage curriculum development that integrates an international perspective.

Measurement 1: Identify the number of study abroad theme proposals approved each year.

2005-06 academic year (F 05, W 06, S/S 06)
45 theme proposals were approved.

2006-07 academic year (F 06, W 07, S/S 07)
98 theme proposals were approved.

In an effort to increase the number of proposals, the Padnos International Center developed a publication to guide students through the process of submitting a study abroad theme proposal. Information is also available on the PIC website.

Recommendations

The guidelines for the study abroad themes continue to evolve as new issues arise. The majority of the kinks have been worked out thus far, but occasionally, we find areas that need to be improved in terms of the advising of students. Our goal is to continue to clarify expectations and goals for the custom theme to make the process more transparent and clear. Additionally, efforts are being made to find new ways of getting information out to GVSU students regarding this opportunity. A suggestion for getting this information out to constituents is to send an information sheet out to the PIC Faculty/Staff Associates and review the guidelines with the IEC committee. While the numbers tracked thus far show an increase from year-to-year, PIC will need to continue to find ways of promoting this opportunity to students.

Measurement 2: Faculty grant recipients will report on any adjustments made to the curriculum as a result of participation in a grant-supported activity.

Procedure

- a) All grant recipients are required to submit a report after the completion of proposed activities.
- b) All reports will be reviewed by the Executive Director of PIC.
- c) A list of recommendations will be generated for future efforts.

Gaps in Data Collection

An audit on the current files on grant recipients demonstrated that little if any “enforcement” of the requirement to submit a post-grant report happened. There had been a mechanism as early as 2002 to determine if a particular grant recipient had submitted a report. That, too, had not been diligently updated (Exec. Director assumes responsibility for this lapse). The Executive Director and the Padnos International Center Assistant have begun a process by which all incoming reports are given to PIC Asst. for data entry and filing in the master filing cabinet for faculty/staff grants.

Types/goals of Grants

The text of each type of grant includes similar directives to submit a follow-up report on the impact of the grant to PIC. The most common directive reads: “Under the rules for the grant, you are required to submit a final report to the Padnos International Center, within one month after the completion of your project. The brief report should address the status of the project and the impact of the grant.”

Intercultural Studies Faculty Development Grants. (FY 2006-07 allocation: \$30,000). . These funds are usually used to cover some or all of the expenses of participation in intercultural and international activities, including:

- Research on something related to intercultural studies or that involves intercultural approach to the discipline (single researcher or two or more)
- Internationalization of the curriculum (e.g., the development of a new course or the revision of an existing course)
- The development of pedagogical approaches in intercultural studies
- Presentation of papers at intercultural studies or international conferences overseas (particularly to supplement funds from other sources); preference given to research that is intercultural in nature
- Attendance at intercultural studies seminars or intercultural workshops (e.g., IDI training)
- Hosting or organizing conferences, workshops, and seminars dealing with intercultural studies
- Re-tooling—taking a refresher course or skills enhancement course in intercultural studies

Faculty/Staff Exchange Grants (FY 2006-07 allocation: \$30,000). The program goals for these grants include:

1. To strengthen the relationship between academic departments and administrative units at GVSU and partner institutions.
2. To further the exchange program activities through a project that is of mutual benefit to GVSU & the partner institution, with emphasis on benefits to the home campus.
3. To increase the number of GVSU students studying abroad.

This program is intended to increase the number of GVSU faculty and staff involved and committed to the international mission of the University and serves as an example of the University’s commitment to professional development opportunities. It is the expectation that all efforts have a positive impact on the international activities at GVSU.

PIC Discretionary Grants (FY 2006-07 allocation: \$10,000). These grants go to units, individual faculty, staff, and even students to support a range of projects both on and off campus. The majority of the funds are used to co-sponsor international or intercultural events (e.g., lectures, performances, and seminars) on GVSU campus. A varying portion of these grants go to faculty to support travel to off-campus and overseas projects, conferences, or meetings. Application is

made, in writing, to the PIC Executive Director. These grants are not advertised, but are available to those who write with compelling projects, until allocated funds are depleted.

NOTE: There are additional grants, including partnership development grants (to individual academic units) and the new CIEE Faculty Development Seminar Grants (new in 2007-08 academic year). These two grants are not being assessed at this time.

2007 Assessment Process

Starting 28 June 2007, the Executive Director read through each of the accumulated reports for faculty for ICS Faculty Development Grants, for PIC Discretionary Grants that helped fund international travel, and for Faculty/Staff Exchange grants. The review of the following number of reports was completed on 10 July 2007:

Intercultural Studies Faculty Development Grants: 55 (Last names A-S)
PIC Discretionary Grants related to international travel: 10 (Last names A-S)
Total Reports: 65

Faculty/Staff Exchange Grant Awards to Faculty: 13
Total Reports: 13

For the ICS Fac. Dev. and the PIC Discretionary Grants, the review was to identify the nature of the project (e.g., to present at an international conference or to pursue a research project abroad), as well as whether the conference itself was intercultural and/or interdisciplinary in focus. The reports could be interpreted as having multiple purposes and outcomes, with some of the projects having more than one primary “function.”

For the Faculty/Staff Exchange Grants, the review was to identify to primary project as well as what the grantee considered as accomplishments or potential accomplishments relating to the grant-funded trip.

Findings: Faculty Development and Discretionary Grants

Very few of the grants are being awarded for projects that are intercultural in focus (or, for that matter, interdisciplinary). The vast majority of the awards are for purely disciplinary presentations at traditional disciplinary conferences overseas, and the awards seem to basically be supplements to R&D grants for conference travel.

Reports that specifically identified teaching-related outcomes might also have been focused on participation in a discipline-based international conference. Likewise, some reports provide a research-results spin to their conference participation. It’s apparent that in both of these cases, the project was funded by the grantee’s home unit, PIC, and at least one other GVSU source: typically the Pew Faculty Teaching & Learning Center and/or Research and Development. In many cases, the same report was submitted to PIC and FTLC or R& D.

Number of Reports Identifying Goals/Outcomes

Presentation at a disciplinary conference	32
Research project(s)	12
Projects that enhance teaching	8
Performance projects (music, etc.)	6
Primary focus was intercultural	5
Collaboration with overseas counterpart	2

Findings: Faculty/Staff Exchange Grants

As with the Intercultural Studies Faculty Development grants, it was typical for the Faculty/Staff Exchange Grant projects to reflect multiple areas. However, the reports clearly reflect the primary purpose for the awards: enhancing collaboration with counterparts at partner institutions abroad.

Number of Reports Identifying Goals/Outcomes

Collaboration/develop relationship(s)	11
Develop teaching skills	7
Conduct primary/secondary research	5
<i>Total reports</i>	<i>13</i>

Conclusions

The Faculty/Staff Exchange grants, at least as awarded to faculty, are fulfilling their primary purpose, which is to foster cooperation and collaboration between GVSU faculty and their counterparts at exchange partner universities in other countries. They also broaden and deepen the person-to-person, unit-to-unit, and institution-to-institution relationships.

The Intercultural Studies Faculty Grants are not going to what they are intended. The grants are essentially fulfilling the role of supplementing R&D grants to present disciplinary papers at traditional disciplinary conferences abroad. With the \$800 cap on international conference travel not having been updated in at least 9 years, and the fact that \$800 doesn't go very far in covering the increased cost of overseas travel and decreased buying power of the US Dollar overseas, there's no surprise that the demand for these funds has grown tremendously. GVSU (if not PIC) should continue to fund these conference trips abroad for many reasons. It's important that faculty have support to participate in the international arenas in their respective disciplines.

These grants, however, are not meeting the specific goals of PIC and its mission. This will be a goal for PIC during the 2007-08 academic year: to identify ways to better match these grant funds to projects that more closely align with the PIC (and CoIS) mission. One change already made is to decrease the funds allocated for ICS Faculty Development Grants and create the new CIEE Faculty Development Seminar Grants; these grants will ideally provide more meaningful international experiences that are also interdisciplinary in nature and offer more possibilities for impacting the courses these faculty teach here at GVSU.

Objective 2:

Demonstrate effectiveness of outreach to the campus community via website, publications, listserv, catalogs, radio show and co-sponsored events.

Measurement 1: A short survey will be presented to visitors of PIC.*Procedures:*

A short survey was made available to visitors of the Padnos International Center in the resource room for a total of 3.5 weeks during the fall 2007 semester. Visitors who wished to complete the survey voluntarily did so. The overall survey goal was to assess outreach efforts and make adjustments where necessary.

Findings:

Approximately 92.1% of survey participants self-identified as study abroad students, while 3.9% self-identified as international students and another 3.9% self-identified as 'other'. The majority of students that completed the survey were potential study abroad participants seeking

information on study abroad programs and procedures. The findings of this assessment are therefore relevant almost exclusively to study abroad outreach efforts.

31.5% of the students surveyed indicated that they first learned about the services of the international center by word of mouth, while 28.3% identified our website as their initial source of information on our services and another 28.3% identified the study abroad catalog as their primary source. On-campus events, which may include classroom presentations, also accounted for approximately 11% of survey participant's initial contact with the Padnos International Center. Less than 1% of students surveyed identified a publication other than the catalog as their initial source of information.

These findings indicate we are on track with resource allocation toward study abroad outreach efforts. Continued efforts should focus on a quality catalog publication and a user-friendly, accurate website. While web and print publications seem to be effective outreach tools, we should not ignore the value of current and/or past study abroad participants' anecdotal conversations with potential study abroad participants. We may consider organizing intentional conversations through organized events, linking these two populations together. Campus events and presentations also seem to be effective based on survey results.

Additional findings not directly connected to the goals of this survey were that the majority of the walk-in traffic consists of potential study abroad participants seeking information on how to study abroad. Overall, those surveyed seemed to be very happy with the help received in this process.

Objective 3:

Demonstrate the impact visiting scholars have on the host department and the campus community (joint research, guest lecturing, curriculum development, etc.)

Measurement #1: Ask visiting scholars to report on activities undertaken while at GVSU.

A survey was launched in January of 2008 to survey past visiting scholars on their experience at GVSU. 32 visitors were asked to complete a survey, 18 responded. The range of time for the visitors was anywhere between 2 weeks and 1 year. 8 of the visitors were from Asia, 5 from Europe, and 4 from Africa. 7 identified their primary purpose to GVSU being a cultural visit, 6 to perform research, and 5 as a combination.

They were pleased with the information they received prior to arrival in the US. The survey specifically requested information on housing and transportation, as the international center sees those two areas as possible areas of concern. Overall, the scholars were pleased with housing and transportation. They did mention that there was a need to have access to a car because the bus didn't take them everywhere, and relying on it for shopping was difficult. Regarding housing, the scholars had a wide range of experiences- sharing with a department host, staying in a motel, staying in the alumni house, or living in a residence hall. The experiences were too varied to be helpful in analysis.

The majority of the visitors felt a good connection with their host department. One responded about feeling isolated in the evenings, but the rest were happy with the departmental relationships.

Future surveys will include more in-depth questions regarding departmental activities as well as whether or not their stay at GVSU met their initial goals.

Measurement #2: Conduct a survey of the international visiting scholar's departmental host

This measurement was never mounted, due to several reasons. The primary reason it was abandoned—and which allowed us to better understand the dynamic of hosting—is that it is virtually impossible to identify one official or even semi-official host in a specific academic unit, or a unit that relates to the scholar. Most of the experiences (both hosting functions and scholar/guest functions) happen unofficially, “under the radar,” and in tremendously different ways—depending on circumstance, scholar’s home country, length of stay, accommodations, etc. A visiting historian, for example, may be officially “housed” in Liberal Studies, but actually live in the home of a Health Professions faculty member, and work most closely on research with a Political Scientist, while socially spending the most time with a Biology professor. It’s a slippery and at times ephemeral situation, this “hosting” function, and doesn’t lend itself to the measure we initially devised.

For the future, we will either attempt a different measure, or more likely abandon efforts to assess/measure this impact.

Objective 4:

Demonstrate the impact GVSU’s international partnerships have on the faculty and staff.

Measurement 1: Conduct a survey of all partnership grant recipients (i.e. Faculty/Staff Exchange, Partnership Development Grant and Partnership Sustenance Grant).

The Padnos International Center developed a survey for faculty and staff grant recipients. The survey was launched on January 29th, 2008 and remained open until March 8th, 2008. A total of 10 grant recipients were sent the survey and 5 responses were received (50% response rate). The survey was brief and asked participants to report on the following:

Did you accomplish the goals set forth in your grant proposal?

Of the 5 responses, 5 (100%) indicated that they did accomplish the goals set forth in their grant proposal.

Did this grant help you to strengthen the relationship between your department and the host department at the partner institution?

Of the 5 responses, 3 (60%) indicated that this grant opportunity helped to strengthen the relationship between his/her department and the host department at the partner institution.

As a result of this grant opportunity, have you been more involved in encouraging students to study abroad?

Of the 5 responses, 4 (80%) indicated that they have been more involved in encouraging students to study abroad.

Have you made arrangements to continue dialog with your counterparts at the partner institution since your visit?

Of the 5 responses, 5 (100%) indicated that they have continued to dialog with their counterparts at the host institution since their visit.

If you teach, did this experience make your teaching more international in scope?

Of the 4 responses, 3 (75%) indicated that this experience did make their teaching more international in scope.

The information collected through this survey shows overwhelming success that the goals for the grant programs are being met. The responses show evidence that the grant programs are

contributing to the goal of internationalizing the university. Most importantly, 75% of the responses show that the experience contributed to making their teaching more international in scope.

In an effort to improve the involvement of the individual's home department, PIC has begun to explore different program models which would encourage more direct *exchanges* of program participants. Additional information is being collected on models that would help to develop individual endeavors into departmental endeavors. A number of individuals are having meaningful experiences abroad through the connections with our partner institutions which meets a critical need for personal and professional development. However, to maximize the long-term institutional impact of these programs, we would like to explore the possibility of encouraging greater involvement on a departmental level.

Measurement 2: Conduct a review of international partnership activities.

The Padnos International Center collects reports from all grant recipients. The reports offer an overview of the project(s) that were completed and whether or not the grant recipient's goals were met. Grant recipients were also asked to provide information on future plans for continuing the development of the partnership. All reports collected showed evidence of meeting the program goals.

Recommendations

The PIC does not receive all grant reports in a timely manner. It is estimated that only 25-30% of reports are submitted within 30 days after return from the partner institution. After several reminders, the Padnos International Center collects about 60% of the grant reports. The reports are an important tool to learn about activities taking place at partner institutions and also to learn about the impact on GVSU faculty and staff. The PIC will continue to explore ways to secure the necessary reports from all grant recipients.

Appendix 1: Assessing Intercultural Development in Grand Valley State University Study Abroad Participants (Part 1 of 2)

Background and Research Design

Grand Valley State University's Padnos International Center, a member of the College of Interdisciplinary Studies, contracted me to conduct a study of the impact of study abroad on intercultural development. The study makes use of pre-and post-testing using the Intercultural Development Inventory (IDI) to assess whether or not intercultural development increases among students who study abroad for a semester or year. The study does not make use of a control group, since it was determined that the most appropriate control group would be students who applied to study abroad but later withdrew, and this group is too small to produce statistically significant results. Students who do not apply to study abroad are not an adequate control group, since they may not share characteristics of self-selecting applicants.

This report summarizes initial pre-test results. Pre-testing was conducted in-person during pre-departure orientations for students studying abroad during the Winter 2008 semester only, as well as during the Winter 2008 – Fall 2008 academic (calendar) year. Participation was optional, and 42 out of 97 students opted to participate. Of these, 37 surveys were useable and 5 incomplete surveys were not able to be analysed. A full description of the testing protocol, approved by Grand Valley State University's Human Subjects Review Board, is available upon request.

Goals of the Study

The primary goal of this study is to assess whether or not students who study abroad demonstrate increased intercultural development. This study is part of a larger Assessment Plan designed to document outcomes of the activities of the Padnos International Center. The Assessment Plan was created as part of a university-wide re-accreditation process and addresses a College-wide interest in furthering intercultural awareness. The Padnos International Center received a mandate from the accreditation committee to include in its Assessment Plan student learning outcomes, not only program and administrative outcomes. Assessing intercultural development among students across countries, program types, and academic disciplines allows the Padnos International Center to document general gains thanks to study abroad.

Intercultural Competence: A Core Focus of the Study

The Developmental Model of Intercultural Sensitivity, developed by Dr. Milton Bennett, forms the conceptual framework for this study, while the Intercultural Development Inventory (IDI) is a psychometrically validated assessment tool used to measure the orientations described by the DMIS. Drawing on cognitive psychology and cultural anthropology, the DMIS identifies five core "worldviews" through which individuals process cultural difference: Denial, Defense or Reversal, Minimization, Acceptance, and Adaptation. These worldviews range in complexity from simplistic and ethnocentric to complex and ethnorelative. The more simplistic, ethnocentric worldviews either deny cultural difference (Denial) or polarize cultural difference by denigrating other cultures (Defense) or viewing other cultures as superior to one's own culture (Reversal). A transitional worldview (Minimization) recognizes cultural difference, but emphasizes commonality while minimizing deep cultural differences. The more complex and ethnorelative worldviews recognize and comprehend cultural difference (Acceptance) and adapt behavior accordingly (Adaptation). Intercultural competence as understood by this model is "the ability to generate perceptions and adapt behavior accordingly. As one's experience of cultural difference becomes more complex, one's intercultural competence is enhanced" (M. Hammer). A more detailed description of the DMIS can be found at: http://www.intercultural.org/idi_dmis.php

It is worth clarifying what the IDI does not assess. It does not assess values (e.g. fairness), personality traits (e.g. flexibility), attitudes (e.g. openness), feelings (e.g. sympathy), skills (e.g. diplomatic or negotiation skills), positions on policy issues (e.g. immigration), political orientation (e.g. liberal or conservative), or intelligence. The IDI simply measures one's worldview toward cultural difference generally.

Additionally, the IDI does not assess other valuable outcomes of study abroad, such as foreign language acquisition, increased knowledge of the host country's politics, history, and culture, subject knowledge acquired in courses taken abroad, increased self-reliance and confidence, networking opportunities in an international context, career opportunities, intellectual development, and so on. Still, the IDI remains an important assessment tool which can document one of the many benefits of study abroad.

Summary of Pre-Test Results

GVSU students' overall developmental score is 87.94, placing them at the beginning of Minimization. They are resolved in the Denial/ Defense scale, meaning that they are aware that cultural differences exist and they do not experience cultural difference through a polarized lens in which other cultures are inferior to their own culture. GVSU students do, however, have significant "trailing" issues in the Reversal scale, in which they are in transition. This means that they are largely uncritical of other cultures and more critical of their own culture, sometimes viewing cultural difference through a polarized lens in which other cultures are superior to their own culture. This, however, is not their primary orientation. Their primary orientation is in the beginning of Minimization. In Minimization, students notice surface differences, yet understand these differences using categories which emphasize similarity, believing that members of other cultures are basically "like us." They may not notice deeper cultural differences. They are in transition in both the Similarity cluster and the Universalism cluster, emphasizing common biological needs and universal values, and may be ignoring differences in values, goals, and interaction patterns. They are not engaging cultural difference at a deep level, nor are they adapting behavior optimally.

Next Step

Upon re-entry, students will be assessed using the IDI to determine whether their intercultural development has increased. A second report will follow, comparing pre- and post-test results and discussing the significance of the findings.

By Ela Rossmiller, M.Ed

Appendix 2: Study Abroad Focus Group

18 April 2008

After many failed attempts over several months (because so few students would respond to our entreaties, invitations, and even free food to participate), the eventual focus group was held on Friday, April 18th 2008 in Room 167 LOH from 12-1pm.

1. Did you work with PIC to find a study abroad program?

Follow-up questions:

- a. If yes, did you find the resource room helpful in your search for a program?
- b. If yes, did you find the advisors to be knowledgeable?
- c. If no, how did you find out about your study abroad program?

All students indicated that they worked with PIC to find a study abroad program.

- Peer advisors were not helpful. They did not have enough information to give. They recommended a program that was not relevant to the student's interests. The other staff in the office was more helpful than the peer advisors.
- More of an emphasis on Grand Valley programs, not other non-GVSU programs. The student would have done a different program but simply did not know of other options.
- Peer advisors were friendly just not thoroughly informative

2. Did you utilize one of GVSU's exchange programs?

Follow-up questions:

- a. If yes, was the information sheet provided in the resource room helpful?
- b. If yes, was the pre-arrival information helpful?
- c. If no, why did you choose the program you did?

None of the students participated in an exchange program. All participated in non-GVSU programs.

- One student chose the program because it was in the right price range, fit the language for minor program, and could live with a host family.
- Weekend trips were included.
- One student indicated that they selected the program because it was cheaper than John Cabot but, in the end, would have chosen another program.

3. How well prepared did you feel for study abroad prior to your departure?

One student felt over-prepared; one felt under-prepared; and the third severely under-prepared.

- The severely under-prepared student indicated that directions were unclear; never knew how to take train to program.
- Group flight was helpful, met by group leaders
- Grand Valley was not very helpful in preparation. She went to a small country with little direction.

4. After having been abroad, how helpful was the pre-departure information that PIC provided?

Pre-departure information:

- Didn't like it, information simply came right off the internet. The pamphlets were helpful, but too much to read. There were 2-3 different checklists with different

information making it confusing. One big checklist would be helpful. Did not need whole article on the embassy, just simple instructions on where and how to register.

- So much info in 2-3 hour orientation, hard to focus and take it all in
- Have step-by-step
- People wanted to focus on financial aid information
- Have country-specific orientations
- Have separate financial aid session
- Some of the resources were not known about until it was too late.
- Regarding scholarships: most deadlines are in February and March for financial aid, scholarships, and study abroad programs. This is a very busy time of year. Students suggested having scholarship due dates at a different time.
- Some professors help push information and support students, some do not.

5. What do you recall being your most significant concerns prior to your departure?

Concerns before leaving:

- Not knowing where they were going once they got to the airport.
- Suggestion: add directions on what to do/where to go to the checklist. Add more information on what to do once they get there. Had no idea.
- The others participated in a program that greeted students at the airport
- Two students were just really excited and don't remember major concerns

6. What could PIC do to better assist students in the pre-departure stage?

- Give phone number or e-mail address to the PIC once abroad
- Each student mentioned that their program provider sent out lots of e-mails in the pre-departure stage but PIC did not.

7. Do you recall reviewing the information provided in your orientation packet?

Follow-up questions:

- a. If yes, was it helpful?
 - b. If no, why not? Do you have any suggestions for how we can encourage participants to more carefully review this information?
- The packet was helpful. She was so excited about study abroad that she read through the whole thing and it helped.
 - One student did not like it. Could be better organized. Use more bullet points and checklists. Information was too lengthy.

8. If PIC were to dedicate time to improving pre-departure information, what would you suggest we put our energies into:

- a. Website
 - b. Handouts provided in the orientation packet
 - c. More presentations/seminars on various topics such as financial aid, culture shock, stress management, required forms, etc.
 - d. E-communities
- Put the handouts online
 - Include country-specific orientations on top of general orientation

- Might be hard to do a country-specific orientation, but this would have been helpful.
 - One student got forms from the website but did not reference any other information.
9. Do you think your parents would have attended an orientation program had one been available to address their concerns?
- Parents live at least 3 hours away and could not make it. They would be more apt to read the packet.
 - Parents more concerned with financial aid
10. Would you have found it helpful to have your parents attend an orientation program that was designed with their interests in mind?
- They would attend if it were closer. Parents are more concerned with financial aid and dealing with loans.
11. Do you feel you receive good support from PIC throughout this entire process?
- Follow-up questions:*
- a. If yes, any specific highlights?
 - b. If no, where is PIC falling short?
- One student indicated that when support and help was solicited, it was very helpful. They had a lot of class and scheduling issues and needed assistance. They were often told to contact the academic department directly for concerns on course issues.
 - One student indicated that he/she felt supported but when they did their theme it was hectic trying to get everything approved.
 - (For Italy program) There were only 6 courses available, and PIC should have had them pre-approved
 - There are so many different programs and so many different classes to choose from. Class selection/registration/pre-approval process is a challenge.
 - Send out an e-mail regarding the most common classes attended at each university.
12. What services/support would you like to see PIC offer that we currently don't offer?
- More info on visas and passports
 - Have more than one passport fair during the semester
 - Campus France for visas was very complicated.
 - Other services adequate
13. Did you feel you had support from GVSU while you were abroad?
- One student indicated that they did not receive any support while abroad. There was no contact while abroad.
 - One student reported having regular E-mail contact regarding theme
 - One student recalled getting an e-mail being welcomed back

- One student reported that nobody seemed to care that she was even abroad
14. Was the information you received upon return from study abroad helpful?
- One student reported not reading/receiving anything upon return
 - One student did not read the information pamphlets. The student did not feel like it, but they were good for those who want something like that.
15. Did you participate in the Re-Entry Dinner when you returned?
- Follow-up questions:*
- a. If yes, what feedback do you have?
 - b. If no, what was the reason for you not participating?
- Two students indicated that they did not attend due to class
 - Sunday would have been a better day to offer the dinner.
16. What suggestions do you have for resources that PIC can develop for students once they return home from study abroad?
- One student reported not needing a lot once they returned from study abroad. The student did not experience reverse culture shock.
 - One student reported that after a couple of weeks, there was a bit of reverse culture shock but felt prepared with the information and resources that were provided.
17. If PIC were to charge a \$300 administrative fee to participate in study abroad, would this have impacted your decision to take advantage of this opportunity?
- One student would not have gone had there been a \$300 administrative fee. Too expensive
 - One student would want everything to be taken care of, like class schedules and course approvals and other important paperwork.
 - If the fee is to be applied for materials that are turned in late, PIC must make it very clear when things are due so as to not be unfair to some students. Some situations are out of the student's control, such as faculty recommendations.
18. Any final thoughts or recommendations that you would like to offer?
- International Relations program is offering a program for majors but PIC is not notifying anyone of this opportunity.
 - Cookies in orientation
 - Scholarships: Divide the binders into categories of eligibility
 - Have a database online of all non-GVSU programs.