

# **Program Review: International and Study Abroad Services**

## **University of La Verne**

### **December 2009**

#### **Executive Summary**

The International and Study Abroad Services (ISAS), provides support to international students, undergraduate students studying abroad, and faculty doing short term study programs. In June the office moved from a house just off of the campus to the Campus Center. ISAS supports international students: issuing all legal documentation, giving orientations to new students, providing information and advice on a variety of areas of interest to international students. ISAS also coordinates all semester-long study abroad programs, providing information to undergraduate students regarding study abroad opportunities and facilitates participation in La Verne-affiliated programs. ISAS supports faculty interested in doing short-term study programs, providing information to them for conducting short-term programs.

ISAS is part of the Division of Student Affairs. The Director reports to the Dean of Student Affairs. ISAS is located on the first floor East Wing of the Campus Center, with a reception area, tables and information for students, a computer terminal for student use, and two offices for staff: the director and the international advisor.

In 2001 services to international students and study abroad were consolidated and the International and Study Abroad Center was created. Prior to that time, the director of 'international student services' worked in the area of English as a Second Language—with an assistant. Since that time, the office has functioned with a Director and an advisor. Philip Hofer has been the director for 11 years and Debbie Yang has been the international advisor for 5 years. ISAS was for 8 years ISAC, a 'center' formerly located in a house just off the campus.

Our goals in international student services focus on two areas: teaching students about their responsibilities and opportunities as international students and providing international students a healthy and rewarding environment to learn. In study abroad our goal is to broadly inform the community, particularly undergraduate students, about opportunities for study abroad and to facilitate and coordinate their participation in our affiliated programs.

Indicators. **In services** we used: 1) **Learning outcomes** determined by a pre and post test given at our orientation; and 2) A **satisfaction survey** given through SurveyMonkey. **In Study Abroad** we 1) asked students for a **program evaluation** after they studied abroad for a semester; 2) **evaluated reflection papers** students write after their study abroad experience; and 3) administered ' **world-mindedness test**: pre- and post-test.

**Major Findings: In Services: 1) Learning Outcomes:** we found, in the one pre- and post-test we administered, that students did learn via the orientation session: their post-

session results showed that they knew about the services at the university, to a greater extent than they did before. 2)**Satisfaction Survey:** We did not secure enough results to merit any conclusions.

**In study abroad:** 1)**Program Evaluation:** Our evaluation tool was not functioning and we did not secure results. 2)**Reflection Papers:** We found students reporting that the semester had a significant impact on their world view; there was much significant cultural learning as indicated on their end-of-experience papers. 3)**World Mindedness Test.** We have the pre-test results for the most recent group that went out and will secure the post-test results upon their return in the Fall 2010.

#### **Areas that need attention:**

**In Services to International Students:** 1)**Learning Outcomes:** We will continue to establish more comprehensive criteria for judging whether they are learning via our orientation. We need both to expand the survey, and survey over a longer period of time. 2)**Satisfaction Survey:** We have an instrument to test the ‘satisfaction’ of international students at the university. We tried unsuccessfully to administer it via ‘surveymonkey.com.’ We are now in the process of giving paper surveys to students who come into the ISAS and have successfully begun to do that.

**In study abroad:** 1)**Program Evaluation.** We had problem with the tool we were using, an on-line attempt to take the after-study survey of the program and the related services. The survey has been mended and in January we will again solicit students to take it, on line. 2)**Reflection Papers:** The reflection papers show that there is room for improvement in getting students to link cultural values to historical, economic and environmental factors (#7), analyzing rather than merely describing the immersion experience (#1), and empathizing with the perspective of the host culture (#3). (see appendix). 3)**World Mindedness Test.** We need to administer the pre- and post- test in a consistent form and have begun doing that.

**Action Recommendations: Services:** 1)**Learning Outcomes at Orientation:** After we administer the pre- and post-test in the January orientation we will work on a slight elaboration of it; 2)**Satisfaction Survey:** We have a good tool and we have a method to administer it—during student visits to the office. We have begun training staff in the ISAS to give and retrieve the test. **Study Abroad:** 1)**Program Evaluation.** We need to secure the evaluations of the students who have studied abroad and could do the survey. 2)**Reflection Papers:** We need to do conscious and concerted education of students prior to leaving for study abroad, preparing them to think about the kind of ‘deeper’ change that comes from living and studying in another culture. 3)**World Mindedness Test:** We need to do more methodical administering and collection of this test. We have begun to do that.

## **Mission of ISAS: Internationalization in the mission of the university**

The International and Study Abroad Services (ISAS), part of the Division of Student Affairs, provides professional service to international students through information on issues related to immigration, La Verne, American culture and living in the United States.

The ISAS also provides information to La Verne students and faculty on study abroad opportunities.

### **Internationalization and Diversity in the University of La Verne:**

The mission and strategic plans of the university include global awareness and diversity in general targeted areas. The overall mission of the university, for example, makes use of the word “global” to illustrate the university’s intent to provide opportunities for students to become contributing citizens to the world. Following this sharp statement, the four values of the university are summarized, the second one states the following in regards to community and diversity: the university promotes the goal of community within the context of diversity; encouraging an understanding and appreciation for diversity of cultures at a local level as well as national and international.

The university’s strategic goal #5 gives international reference on page 8; declaring that the university will build on its commitment to diversity in all aspects. The detailed strategic objectives following this goal state that the university will develop programs to assess and educate students, faculty and staff on the importance of diversity and multiculturalism both on campus and on the world at large. Strategic Objective #2 states that the university will increase the diversity of faculty, administrators, and staff. Strategic Objective #3 commits the university to continue to develop programs for the diverse student population.

**In the College of Arts and Sciences (CAS).** The CAS, in particular, prioritizes global awareness and diversity amongst their strategic objectives and strategic initiatives. Page 9 outlines Strategic Objective 1.4, which states that the university will continue to support and maintain high quality interdisciplinary programs such as the International Business and Language program, the International Studies program and will increase participation in the Model United Nations.

On page 13, Strategic goal #3 states the university’s plan to expand multicultural and diversity related learning experiences of CAS students. To do this, opportunities will be increased for students to explore issues of diversity in their courses beyond general education requirements. Strategic Initiative 3.1.1 says that resources will be provided to faculty to transform major courses to address multicultural and diversity issues. Also stated is that at least 50% of senior projects in each department will address multicultural and diversity issues. Strategic Initiative 3.1.3 commits the university to assess the extent and quality of multicultural and diversity issues addresses in major courses during program reviews. Strategic Objective 3.2 states that the university will increase by 50% the percentage of graduates who have had an international or cross-cultural experience.

Page 14 takes on three initiatives in 3.2.1, 3.2.2, and 3.2.3, to diversify and expand study abroad opportunities with focus on learning another language, increasing internship and service learning opportunities in multicultural settings, and committing 20% of faculty to conduct courses that involve international travel during interterm or otherwise.

Both the College of Business and Public Management and the College of Education and Organizational Management refer to the importance of diversity and educating for a multicultural environment.

### **Program Goals and Objectives**

The following are from “Learning Outcomes and Assessment Plan, 2007-2008,” Division of Student Affairs.

### **A. Services to International Students**

#### Student Learning Outcomes and Satisfaction Assessment

1. As a result of attending the international student orientation, international students will know about their legal benefits and responsibilities and the services that are offered to them as students at ULV.
2. As a result of the participation in a variety of ISAC activities, international students will express satisfaction with their co-curricular experiences at ULV.

#### Planning Objectives

Objective 1: Students will learn about opportunities and obligations that they have as students in the United States.

Objective 2: Students will learn about the many opportunities and services available to them as ‘citizens’ of ULV, ranging from academic to social contexts.

Objective 3: Undergraduate international students will be exposed to ISAC and ISO activities and invited to participate and students will take advantage of these activities will experience greater satisfaction with their education at ULV.

Objective 4 : Graduate students who participate in ISO and ISAC activities will have a stronger affiliation with ULV than graduate students who do not participate.

### **B. Services to Students Studying Abroad**

#### Students Learning Outcomes and Assessments

1. As a result of studying abroad for a semester, students will return more aware of world events and the role of being educated internationally – i.e. “world awareness;
2. As a result of studying abroad on a short-term program, students will become more open to and understanding about other cultures and the way they live.
3. As a result of our efforts to reach out to underrepresented students, more students from those populations will sign up for and attend information session

Objective 1: Students who study abroad will return with a greater awareness of the world, of the role of international diversity in making an interesting and better world.

Objective 2: Students who do short term study abroad programs will return with a greater awareness of the world, of the role of international diversity in making an interesting and better world.

#### **Description of Program or Department Capacity**

Staff and personnel: ISAS has two full time staff between the areas of services and study abroad with ten student staff working an average of 10 hours a week each during the two semesters.

Supervisory relationships: The Director oversees both services to international students and study abroad. The International Student Advisor reports to the Director. Student Staff report to the director and the ISA as appropriate to their tasks.

**Turnover:** The director has been at the university for 11 years; the ISA for 5 years.

**Computer Hardware:** the office has four PCs.

**Computer Software:** We use all normal software, with significant use of Banner. Additionally we use software provided by the Department of Homeland Security: SEVIS, the record keeping system for students on specific non-immigrant visas.

**Workspace:** ISAS is located on the first floor east wing of the campus center. We have a reception desk, three tables (shared with Student Life, Multicultural Services, and the dean of Student Affairs). The director and the international advisor have private offices.

**Budget:** \$8000 of program funds for supplies, travel, events, etc. in 2009-10 FY. In FY 2007-08 our program budget was \$11,000.

**Our clientele:**

1. Services:

Between Fall 2004-05 and Fall 2009-10 enrollment of international students grew by 263%, from 171 to 450 students. This number includes the students studying on the central campus. We have an additional 60 students on “practical training” and 15 students taking a vacation period in the Fall term. We are responsible for these 75 students in record keeping and immigration- and personal- related support. **See appendix A:** 1)Enrollment Overview; and 2)Comparative Figures from Fall 1999-2009.

2. Study Abroad: For the past ten years Some 30-40 students per year have participated in semester-long programs and some 75 students in short-term programs, primarily during the January interterm travel programs. The ISAS is the primary support for the semester programs. Faculty hosts take primary responsibility for planning and carrying out the short-term programs and ISAS personnel offer support to faculty for those programs. Our students can choose from over 40 countries to study in through a variety of programs. **See Appendix B:** for lists of countries our students have studied in over the past three years.

**Effectiveness Indicators; Indirect and Direct indicators**

A. **International Student Services**

1. **Learning Outcomes for Orientations (See Appendix C)** The prototype was given on March 24, 2009 and will be used again in the future—and elaborated on. The findings of that test can be found in **Appendix C**. It shows that students do benefit from the orientation. They show an overall improvement in learning, as assessed in the post test.

2. **Satisfaction Survey. (Appendix D)** We are still collecting data on this area. **Action Recommendation:** We need to administer the survey in such a way as to insure a significant number of responses. We encountered a problem using email

communication to solicit responses. We will give the survey to students who come to the ISAS. We have tested this method and it works well.

**Action Recommendation:** Refine the tool and administer it regularly at the new-student orientations.

## **B. Study Abroad**

### **1. Content Analysis of student papers**

We did a content analysis of the papers students write following their study abroad.

Purpose: The purpose of the evaluation of reflection papers submitted by students upon return from their study abroad semester was to identify the degree to which learning outcomes were attained using authentic student work.

Method: Students who return from their study abroad semester are required to submit a paper and reflect about the nature of their experiences and how they were impacted by the emersion in the host country and its culture. Three faculty members evaluated 34 randomly chosen reflection papers from the last several years representing variety of countries. One faculty member evaluated each paper after going through a norming process. Eight criteria were used to evaluate the learning outcomes using a 5-point Likert scale, 5 = Strongly Agree. The eight criteria are presented in Tables 1 and 2 below.

Summary of findings: The ratings of the learning outcome criteria are summarized in Tables 1 and 2 **Appendix C**

High performance areas: Students seem to be doing a fairly good job in their reflections regarding challenges in adapting to the host culture (#8), identifying differences between their own culture and the culture of their host country (#2), Changes in their thinking (#6), and identifying their feeling about their host country and culture (#4).

Areas that could be improve: Although rated relatively high, there seems to be room for improvement in linking cultural values to historical, economic and environmental factors (#7), analyzing rather than merely describing the immersion experience (#1), and empathizing with the perspective of the host culture (#3).

Overall: Taken together the findings suggest that study abroad impacts the perspective of students in fundamental ways. However, they may need some guidance in their ability to analyze their experiences and make linkages.

**Action recommendation :** Revise the guidelines students are provided for their reflection papers to include more detailed description of criteria that will be used to evaluate learning outcomes. And, provide these guidelines before they depart for study abroad as part of their orientation.

### **2. ULV evaluation form that students fill out after they study abroad.**

We administer a survey to students after they complete the semester of study abroad. (See **Appendix E** for the questionnaire and responses.). The survey gives students the

opportunity to evaluate aspects of the experience related to university and program preparation and program implementation. It also asks students about the impact of the experience. Students found things to criticize in the program and they made suggestions in both university and program preparation.

**Findings:** Overall the responses indicate that students had a significant experience in a variety of programs. Invariably they learned about themselves and the world in ways that could not be learned at home, ways that changed their outlook, particularly on their own education.

**Action Recommendation:** The tool needs to be adjusted and corrected on line and continued to be administered.

### 3. **World Mindedness survey**

We have a tool to administer to students pre-departure for study abroad as well as post arrival of their experience. To date we have been unsuccessful in administering it. We did administer it to ½ of one of the study abroad groups that went out—the pretest. But this was incomplete and we could not draw conclusions.

**Action Recommendation:** A new group is preparing to go out for the Spring 2010 semester and the pretest has been given to them and the post-test will be given in the Fall.

**4.Short Term Programs:** An additional area we surveyed was that of short term programs. We posed three questions to faculty who have led the programs. We found that faculty affirm the services that the office provides. They support an increase in emphasis on these programs. See **Appendix G** for that report.

### **Appendixes:**

- A. **Our clientele: International Students at La Verne**
- B. **Study Abroad: Where they are going?**
- C. **Learning Outcomes: The the Pre- and Post-Test**
- D. **Satisfaction Survey: The Survey**
- E. **Student Reflection Papers: The Method and Results**
- F. **Study Abroad Program Evaluation: The Form**
- G. **Report on Faculty survey on short-term study programs**

**APPENDIX A**  
**University of La Verne**  
**International and Study Abroad Center**  
**International Student Enrollment/Fall 2009**

**A. By Major**

**B. By Country**

<b>Undergraduate level</b>	<b>57</b>	Taiwan	179
Business Administration	17	Saudi Arabia	72
Computer Science & Computer	15	China	63
E-Commerce	7	Thailand	53
Organizational Management	3	Japan	16
Accounting	3	Canada	10
Economics	3	Vietnam	7
Athletic Training	2	Albania	4
Biology	2	India	4
Public Administration	1	Germany	3
Journalism	1	Greece	3
Broadcasting	1	Indonesia	3
Chemistry	1	Turkey	3
Art	1	Ecuador	2
<b>Graduate level—Masters</b>	<b>368</b>	France	2
Business Administration	287	Jordan	2
Leadership & Management	50	Korea	2
Health Administration	16	Lebanon	2
Child Life	7	Nigeria	2
Gerontology	3	Syria	2
Marriage Family Therapy	2	Bulgaria	1
Public Administration	2	Ethiopia	1
Educational Counseling	1	Hong Kong	1
<b>Graduate Level- Doctoral</b>	<b>25</b>	Jamaica	1
Doctor of Public Administration	15	Malaysia	1
Doctor of Psychology	1	Nepal	1
Juris Doctor	9	Panama	1
<b>Total</b>	<b>450</b>	Philippines	1
		Sweden	1
		Switzerland	1
		U.A.E.	1
		Ukraine	1
		Venezuela	1
		<b>Total:</b>	<b>450</b>

**C. By Level:**

**D. By Gender:**

Undergraduate	51	Male	253
Graduate Masters	368	Female	197
Graduate Doctoral/JD	25		
<b>Total</b>	<b>450</b>	<b>Total</b>	<b>450</b>



**Appendix C: Learning Outcomes Survey and Results of the first survey.  
Please watch this spot. The survey is coming...**

## Appendix D: Satisfaction Survey

Dear International Student,

We are trying to improve our services to international students. Your answers will help us do that.

Please answer each question honestly. Circle your answers or fill in the blanks. Thank you for taking the time to help us.

Philip Hofer, Director  
International and Study Abroad Services

### Part I. About You

Age: Under 20                      21-30                      Over 31

Gender:              Male                      Female

My home country is: \_\_\_\_\_

I am married:    yes                      no

Academic level:              Bachelor's                      Masters                      Doctoral

My major is: \_\_\_\_\_

I live:                      ON campus                      OFF campus

I last studied at La Verne: \_\_\_\_\_ (month) \_\_\_\_\_ (year)

### Part II. About La Verne

**I like the University of La Verne very much.**

Strongly Agree              Agree                      Neither                      Disagree                      Strongly Disagree

**The University of La Verne treats international students well.**

Strongly Agree              Agree                      Neither                      Disagree                      Strongly Disagree

**The University of La Verne offers most of the services I need.**

Strongly Agree              Agree                      Neither                      Disagree                      Strongly Disagree

**Americans at the University of La Verne show interest in my culture.**

Strongly Agree              Agree                      Neither                      Disagree                      Strongly Disagree

**I participate in the University of La Verne's social activities.**

Strongly Agree              Agree                      Neither                      Disagree                      Strongly Disagree

**I have a lot of contact with American students.**

Strongly Agree              Agree                      Neither                      Disagree                      Strongly Disagree

**My teachers are helpful to me.**

Strongly Agree              Agree                      Neither                      Disagree                      Strongly Disagree

**My faculty advisor is helpful to me.**

Strongly Agree              Agree                      Neither                      Disagree                      Strongly Disagree

**The International and Study Abroad Services office is helpful.**

Strongly Agree              Agree                      Neither                      Disagree                      Strongly Disagree

**My teachers grade me fairly.**

Strongly Agree              Agree                      Neither                      Disagree                      Strongly Disagree

**The English requirements at the University of La Verne are fair.**

Strongly Agree              Agree                      Neither                      Disagree                      Strongly Disagree

**The Housing Office is helpful.**

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
<b>The Registrar's Office is helpful.</b>				
Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
<b>The Student Health Center is helpful.</b>				
Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
<b>The Student Accounts Office is helpful.</b>				
Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
<b>The Library staff is helpful.</b>				
Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
<b>I have taken part in some activities offered by the International and Study Abroad Services</b>				
Strongly Agree	Agree	Neither	Disagree	Strongly Disagree

### Part III. Comments about La Verne

Two things I liked most about La Verne: \_\_\_\_\_  
 \_\_\_\_\_

Two things I would change about La Verne: \_\_\_\_\_  
 \_\_\_\_\_

## **Appendix E**

### **Evaluation of Student Reflection Papers Upon Return Study Abroad**

Spring 2009

#### Purpose

The purpose of the evaluation of reflection papers submitted by students upon return from their study abroad semester was to identify the degree to which learning outcomes were attained using authentic student work.

#### Method

Students who return from their study abroad semester are required to submit a paper and reflect about the nature of their experiences and how they were impacted by the emersion in the host country and its culture. Three faculty members evaluated 34 randomly chosen reflection papers from the last several years representing variety of countries. One faculty member evaluated each paper after going through a norming process. Eight criteria were used to evaluate the learning outcomes using a 5-point Likert scale, 5 = Strongly Agree. The eight criteria are presented in Tables 1 and 2 below.

#### Summary of findings

The ratings of the learning outcome criteria are summarized in Tables 1 and 2 below

#### High performance areas

Students seem to be doing a fairly good job in their reflections regarding challenges in adapting to the host culture (#8), identifying differences between their own culture and the culture of their host country (#2), Changes in their thinking (#6), and identifying their feeling about their host country and culture (#4).

#### Areas that could be improve

Although rated relatively high, there seems to be room for improvement in linking cultural values to historical, economic and environmental factors (#7), analyzing rather than merely describing the immersion experience (#1), and empathizing with the perspective of the host culture (#3).

#### Overall

Taken together the findings suggest that study abroad impacts the perspective of students in fundamental ways. However, they may need some guidance in their ability to analyze their experiences and make linkages.

#### Action recommendation

Revise the guidelines students are provided for their reflection papers to include more detailed description of criteria that will be used to evaluate learning outcomes. And, provide these guidelines before they depart for study abroad as part of their orientation.

Table 1. Means and Standard Deviations for Questions on the Study Abroad Exit Reflection Paper Rubric on a 5-point scale, 5 = Strongly agree (N = 34).

Item	M	SD
1. The student analyzes rather than merely describes the immersion experience.	3.44	1.13
2. The student identifies differences between his/her culture and the cultures studied.	4.02	1.11
3. The student goes beyond culture shock and starts to empathize with the perspective of members of the culture studied.	3.38	1.34
4. The student identifies his/her feelings about the culture studied.	3.88	1.03
5. The student has probably changed his/her way of thinking based on the immersion experience.	3.69	1.21
6. The student identifies at least three core values of the culture studied.	3.67	1.21
7. The student links cultural values to historical, economic, or environmental factors in the culture studied.	3.35	1.22
8. The student identifies his/her main challenges in adapting to the host cultures.	4.05	0.95

Table 2. % of Strongly Agree and Agree Responses for Questions on the Study Abroad Exit Reflection Paper Rubric (N = 34).

Item	% Strongly Agree	% Agree
1. The student analyzes rather than merely describes the immersion experience.	21	29
2. The student identifies differences between his/her culture and the cultures studied.	47	21
3. The student goes beyond culture shock and starts to empathize with the perspective of members of the culture studied.	27	24

4. The student identifies his/her feelings about the culture studied.	29	44
5. The student has probably changed his/her way of thinking based on the immersion experience.	27	39
6. The student identifies at least three core values of the culture studied.	35	20
7. The student links cultural values to historical, economic, or environmental factors in the culture studied.	21	26
8. The student identifies his/her main challenges in adapting to the host cultures.	35	44

### Appendix F: Study Abroad Evaluation Form

Program Location:

Program Dates:  Start Month  Start Year  
 End Month  End Year

Your Class Standing:

**Please rate the following aspects of your study abroad program. Information provided from this evaluation will be made available to other students considering a study abroad program. Please use additional sheets of paper if you wish to elaborate beyond spaces below.**

**Preliminary information provided**  
 NA  Poor  Fair  Good  Excellent

**Your first visit to the Int. Center**  
 NA  Poor  Fair  Good  Excellent

**Pre-Departure Orientation**  
 NA  Poor  Fair  Good  Excellent

**Information provided on expenses**  
 NA  Poor  Fair  Good  Excellent

**Orientation abroad**

NA  Poor  Fair  Good  Excellent

**Housing**

NA  Poor  Fair  Good  Excellent

**Food**

NA  Poor  Fair  Good  Excellent

**General quality of instruction**

NA  Poor  Fair  Good  Excellent

**Your progress in language proficiency**

NA  Poor  Fair  Good  Excellent

**Student-Faculty relationships**

NA  Poor  Fair  Good  Excellent

**Immersion in host country culture**

NA  Poor  Fair  Good  Excellent

Open Ended Responses:

What aspects of the program did you particularly like?

What aspects of the program did you dislike?

Would you recommend the program to a friend?

How has the experience contributed to your academic and/or personal life?

How could the program be improved?

What information would you include in pre-departure orientation information.

Other Comments:

## **Appendix G: Faculty and Short Term Programs.**

### **Faculty Short Term programs: A Brief Survey of Faculty**

The short term abroad programs, led by faculty, have taken students to countries from Cuba to Kenya. When asked to give some feedback on these programs and the role that the ISAS plays, faculty responded, answering the following questions:

1. How many programs have you done and in what countries?
2. What are some strengths of the services you received from Phil Hofer and the ISAS office?
3. What could/should the office do to provide better services to short term programs planning and implementation?

A total of five responses were collected and feedback was predominantly positive. There were a few suggestions. Among these suggestions, one faculty member who has taken students to Brazil, Costa Rica, Cuba, and Hawaii commented that they wished there was “assistance with trip insurance.” Another faculty member who carried out programs in Belize, Guatemala, Baja California, Kenya, Ecuador, Galapagos, and Costa Rica mentioned that the biggest help that person received was in recruitment for the program. This faculty member praised the informational sessions for faculty on carrying out these short term abroad trips. This person’s only suggestion was to plan a discussion meeting for students and faculty to share their experiences after their trips. Their last suggestion was to require international exposure in order to graduate.

Mexico, Costa Rica, Belize, Guatemala, and Ecuador have been other trips in which the faculty member that led them made the following comments and recommendations: “lectures to the class in anticipation of travel (e.g. arranging for a native of the country to help prepare students with regard to cultural norms etc. before the travel)” was something of value and should continue to be instilled in the program while “Providing funds for...the faculty seminar planning and implementation” was a suggestion. The China, Japan, Italy, and Greece trip leader is very happy about the “new information and insights that has helped me to improve my trips.” A faculty member who has taken students to Italy lastly commented, “The office [ISAS and Phil Hofer] is an excellent resource for both faculty and students.”

Thus, the short term abroad programs seem to be running smoothly and with positive results. The comments and suggestions narrow down to providing more means to further enrich these experiences. The ISAS provides encouragement to and support for these programs to undergo and the faculty as well as the students are benefiting from such experiences.

Recommendations to consider for the future include:

1. Plan a follow up meeting that brings together students and faculty from various programs for the purpose of sharing experiences and learning how to improve on the programs.
2. Develop initiatives that provide funds for short term programs.
3. Continue to develop the materials for short term programs.