

## **Juniata Global Engagement Initiative**

April 2009

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## I) Initiative Description

The Global Engagement initiative is a collaborative effort across campus, but especially between the diversity and international offices, to foster and assess intercultural learning at Juniata, and to enhance student intercultural competencies by intentionally creating environments in which students can encounter and reflect upon difference. As an undergraduate liberal arts institution, Juniata is committed to student learning through excellent teaching and intentional community programming. “Juniata's mission is to provide an engaging personalized educational experience empowering our students to develop the skills, knowledge and values that lead to a fulfilling life of service and ethical leadership in the global community” (<http://www.juniata.edu/about/mission.html>). NSSE results indicate that, in spite of the mission to prepare students for service in the global community, Juniata students report low interaction with cultural difference and few opportunities to develop intercultural competencies, even among students who have studied abroad (see Appendix D). Indeed, our NSSE results suggest we may be less successful in engaging our students with difference than the national average. Although many Juniata students engage with social justice and advocacy, they do not always relate issues of racism and sexism to the larger questions of privilege, classism, and environmentalism, particularly within their own lives.

Most recently, through the Scholarship of Teaching and Learning (SoTL) and other efforts, much attention has been paid to identify outcomes and measure student learning, the better to assess the effectiveness of our programs and identify areas of change. Identifying, measuring, and training intercultural competencies is a burgeoning concern in both international and multicultural education<sup>1</sup>. Juniata’s Intercultural Learning Assessment Committee (ILAC) was formed to address questions of intercultural learning at the college. Including membership by the chief diversity, international, and institutional research officers, the committee also consists of representatives from International Studies, World Languages and Cultures, the ACE Leadership Team, and the International Education Committee. The committee uses as desirable outcomes those identified by the International Education Committee (IEC) as part of Juniata’s participation in the Internationalization Laboratory sponsored by the American Council on Education (ACE) during the 2004-05 academic year (see Appendix A). ILAC is in the process of concretizing the desired competencies into measurable learning outcomes, with the ultimate goal of a crafting a rubric and a cluster of assessment measures upon which to evaluate students’ intercultural learning. This initiative uses NSSE terms of student engagement to address the comprehensive liberal arts experience, moving from **curricular**, to **community**, and finally **experiential** learning. Linking the global initiative with NSSE data provides both an immediate historical overview and a national comparative sample. A number of campus-wide initiatives, outlined below, would intentionally foster the development of intercultural competencies. The rubric ILAC develops will enable us to assess both student learning, and the effectiveness of the programs we are proposing.

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<sup>1</sup> See articles by Darla K. Deardorff, including: “Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization,” *Journal of Studies in International Education* 2006; 10; 241.

At its heart, the initiative seeks to lead Juniata students, faculty members and staff to acknowledge an automatic, conceptual affirmation of the bringing together of difference, both locally and globally. It encompasses global environmental issues, local and global connections, and world health. Even as we create opportunities for our students to engage with other cultures beyond the United States, it is imperative to remember the history and role of the US itself *within* the world. Through coordinating and integrating a number of disparate efforts, and implementing some key innovations, Juniata can promote its Brethren heritage through an identity based on global engagement. The initiative could become a trademark for recruiting both domestic and international students, as well as increasing targeted funding for innovative projects through grants and planned giving.

## **II) Proposal Background**

In June 2008, Jenifer Cushman, Dean of International Programs; Cynthia Merriwether-DeVries, Associate Professor of Sociology; and Rosalie Rodriguez, Special Assistant to the President for Diversity and Inclusion attended the American Council on Education's "Bridging the Gap" symposium<sup>2</sup>, which had as its focus "cultivating collaboration between multicultural education and internationalization." Both the Office of Diversity and Inclusion (ODI) and the Center for International Education (CIE) support efforts that enable Juniata students to think critically about the concepts of culture and identity, and learn skills that enable them to function in a multicultural world. The Juniata delegation hoped to intensify this shared objective of expanding cultural awareness on campus.

At the symposium, Professor Yolanda Moses (special assistant to the chancellor for excellence and diversity, and vice provost for conflict resolution at the University of California, Riverside) identified the main issues facing the twenty-first century to be "a sustainable world, the role of the US in the world, the long history and roots of terrorism, world health, the rise of civil society in newly emerging democracy, immigration and migration, and the rise of fundamentalism." Similarly, the 2008 Juniata strategic plan indicates that the "updated challenges and opportunities for our graduates include:

1. Significant advances in biotechnology and medicine, and tension regarding the ethics of the implementation of these advances;
2. Ubiquitous information technology with a transformational effect on communication;
3. Unprecedented entrepreneurial opportunity;
4. Growing environmental limitations;
5. Conflicts of increasing complexity and danger;
6. Changes in content and delivery of education with demand for greater accountability and affordability;
7. Frequent interactions with people of diverse political, religious and cultural perspectives and practices;

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<sup>2</sup> See the ACE report on the conference:

<http://www.acenet.edu/AM/Template.cfm?Section=Intl&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=27765>.

8. Finally, a significantly greater career opportunity for our students as the "baby boomer" generation retires."<sup>3</sup>

The comprehensive vision directing this global initiative directly addresses the twenty-first century challenges. It is a result of conversations conducted during and after the ACE symposium, concerning the comprehensive integration of various efforts already underway at Juniata (such as the establishment of desirable intercultural competencies (see Appendix A), and of a World Languages and Cultures Living and Learning cluster), as well as the need for a focused and coordinated framework for future developments. The final articulation of the below outline was facilitated through discussions among members of the Global Presidential Task Force during the winter of 2008-09. It has been reviewed by the president, the provost, the staff of the CIE and ODI, and members of International Studies, World Languages and Cultures, and the International Education Committee.

### III) Initiative Outline

#### A) Curricular Learning

The curriculum is at the heart of the higher education mission. In the past, Juniata has addressed the need for intercultural learning in the curriculum through the "I" in FISHN, CA, IC, and interdisciplinary POEs such as IS and PACS. The Global Engagement initiative would spotlight global POEs and promote the opportunities available for Juniata students to engage with the world through their studies.

- 1) **Promotion of POEs with global engagement components:** Juniata offers a number of POEs that promote global engagement; a brochure would be developed that would highlight such POEs as International Studies, Justice Studies, PACS, World Languages and Cultures, International Political Economy, and Environmental and Earth Sciences. Such bundling and promotion could enhance the academic exploration of human rights and racial/ ethnic equity, both domestically and internationally, as well as philosophical approaches to world health, global sustainability, and immigration. It could serve to attract students domestically and from around the world who have a special interest in global justice, which would both enrich the in-class experience and support Juniata's goals for international and multiethnic student recruitment.
- 2) **Global Professional Development funds** would be sought for Juniata faculty and staff, including support for travel to domestic and international partner sites, and conducting faculty workshops on global justice in the curriculum. Through these efforts, departments could be encouraged to integrate and enhance global elements in the curriculum, including senior capstone reflection courses. Uncertain currency fluctuations and the commitment to personal relationships and long-term program development have placed Juniata's exchange programs at the heart of our international programming. Our exchange programs offer unique opportunities such as the development of a Master's program in business with our German partners, and faculty

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<sup>3</sup> Juniata 2008 Strategic Plan: <http://www.juniata.edu/president/strategicplan.html>.

partnerships. Exchange relationships are currently being cultivated through the newly implemented CIE travel support policy.

- 3) As we undertake two searches in the CIE, one for a **Director of Education Abroad and one for a Director of the Intensive English Program**, we are focusing both on developing intercultural skills and integrating international students more effectively into the Juniata/ US academic culture. Some strategies for the future might include linked orientations (including WLC input), open tutoring hours for non-English-speaking international students and more linked courses at the upper levels of the IEP.

## **B) Community Learning**

Community learning is an especially vital component of a liberal arts education. It is here that intentional intersections between international and multiethnic can be especially fruitful. Residential liberal arts institutions promote the community learning experience, and the development of an individual with responsibilities to the group, through the microcosm of the college campus. The central focus of the Global Engagement initiative is the creation of a Global Village living and learning community, proposed by Juniata's American Council on Education (ACE) Leadership Team, with the support of World Languages and Cultures, International Studies, and the Center for International Education. The Global Village integrates student and academic life by combining innovations in both themed residence options and language resource centers into a world cultures cluster. The Village includes 1) world language and other region-specific residences, and 2) two technologically-equipped community gathering spaces.

- 1) The **residence** would integrate models of traditional language houses and international houses with multicultural and multiethnic residence options. The first phase of this integrated living and learning environment would bring together the Intercultural House and the International student floors under one roof, and establish world language floors (with programming planned and coordinated by the International Services Coordinator and Global Village RD). At least a Spanish floor is proposed to be available for spring 2010 room draw; other language floors would follow. Finally, the potential exists for students to come together and form other region-specific "global neighborhoods" (floors) such as the "Planta Latina," "Asian Floor," and "global sustainability."
- 2) Two **community gathering spaces**, academic and social, would anchor the Global Village by providing common spaces for systematic and intentional celebration of world cultures, including the variety of US domestic cultures. The academic anchor would be the Humanities Building, including the Lounge, faculty offices, and classrooms. The social anchor would be a Global Commons, a more flexible and welcoming community space for social and educational programming than a traditional language laboratory or resource center. Drawing from models presented at the spring 2008 NITLE workshop on "Designing a Language Center in a Liberal Arts College," the Global Commons would provide a more welcoming environment and more flexible programming options than a traditional LRC, including serving as the heart of International Education Week and Language in Motion activities.
- 3) New duties proposed for the International Services Coordinator position would integrate student life with administration. The ISC (who currently serves as programming assistant for the CIE and

RD for the Intercultural House) would serve as RD for the Global Village, implement International Education Week activities, and aid in administering a comprehensive, integrated orientation and assessment program common to incoming and graduating multiethnic and international students, as well as departing and returning study abroad participants. The orientation has the potential to be expanded to all incoming and graduating Juniata students through the proposed Global Engagement Portfolio (see C 2).

### **C) Experiential Learning**

- 1) Funding for **Experiential Learning Travel Scholarships** will be sought to supplement the cost of off-campus experiences, especially airfare, particularly for low-income and multiethnic students. Scholarships will be awarded on the basis of income, student academic performance, and the intensity of the experience (including length, academic credit awarded, and so on).
- 2) A **Global Engagement Portfolio** or some other measure of student intercultural learning could be instituted as a qualifying step for a “Global Certificate.” Centered upon the Strategic Plan’s “distinctive experiential learning opportunity related to that student’s educational objectives,” the portfolio would be compiled by each student throughout the four years. A pool of evaluators for the portfolio would represent a variety of constituencies on campus, and would be trained to use the rubric currently being developed by ILAC.
- 3) **The Keystone Study Away Consortium and the Raystown Field Station.** Even as we sustain and deepen our exchange relationships, it is imperative to assure that Juniata students continue to be offered a wide variety of affordable study abroad opportunities in non-traditional sites, and that we continue to receive students from many and diverse localities. In order to address these goals, as well as to provide a forum to support faculty international initiatives, Juniata has worked with Washington and Jefferson College to create the Keystone Study Away Consortium (KSAC). Juniata’s program in the Gambia, which began spring 2007 and was repeated spring 2008, would be difficult to sustain as a Juniata-only program; it is now KSAC’s pilot program, to be run spring 2009, and provides a model for new and expanded study abroad possibilities in India and Africa, including a potential program in Morocco. To enhance offerings, we are focusing on non-traditional sites that would move students towards global engagement issues. In the future, KSAC will explore both faculty and student exchange possibilities, and a newly developing partnership between KSAC and the Raystown Field Station could both diversify the student population in those programs and fill beds that currently remain empty.

### **D) Administrative Support**

Suggested changes in existing administrative structures could include the following:

- 1) Future searches for the Chief Diversity officer / Special Assistant to the President for Diversity and Inclusion would involve calling for applications from individuals with an advanced degree, preferably a PhD.
- 2) The Director of Study Abroad has become the Director of Education Abroad. The Director will train and assess intercultural competencies, first in study abroad students, then in international students and others, using the portfolio and other intercultural assessment tools developed by the newly-formed Intercultural Learning Assessment Committee.

- 3) A newly-created Visa Services Assistant supports students with increasingly complex visa regulations, both for our international students coming to the US, and students studying abroad.
- 4) New duties outlined in B 3 for the International Services Coordinator position include serving as RD for the Global Village, and aiding in administering a comprehensive, integrated orientation and assessment program developed by the Intercultural Learning Assessment Committee.

#### **IV) Implementation and Funding**

Grant proposals for the below initiatives will stress Juniata's population of rural, Pell-eligible, first-generation college students. Proposals will cite NSSE and other data that Juniata has a good track record of educating such students, except in the realm of intercultural skills.

- A) Experiential Learning Travel Scholarships:** once the new Director of Education Abroad is in place, the Director and Dean of CIE (in consultation with the Special Assistant to the President for Diversity and Inclusion, and the Community Service/ Service Learning Coordinator) will formulate a grant request. We will seek dedicated funding/ endowment (not programming); funds will be channeled through the existing CIE study abroad scholarship processes.
- B) Intercultural Competencies assessment and training:** once the new Director of Education Abroad is in place, the Director, the Dean of the CIE, and the Intercultural Learning Assessment Committee will seek funds to support the exploration, development, and implementation of assessment of intercultural competencies in phases. We will begin with our study abroad and international students, as we re-envision the pre-departure, experience, re-integration orientation cycle for both groups. The ultimate goal of ILAC's efforts will be to develop models to assess the learning of intercultural competencies for all Juniata graduates, perhaps adapting a portfolio that could lead to a Global Engagement certificate or other (transcript) notification (see C2).

#### **C) Global Village**

##### **1) TNT Living and Learning Residence**

- a) Spring-fall 2009:* In conjunction with the CIE and OID staff, PACS, and the WLC and IS departments, the ACE Team will formulate plans for the renovation of the TNT lounge into the Global Commons, a more welcoming, flexible, multi-function programming space to be used especially for Global Village programming, but reservable campus-wide. Examples of functions include intercultural festivals, international dinners, country fairs, international education week activities, film viewings, and language/ culture club meetings. Once the renovations are articulated, we will ask for a cost estimate, and begin the grant proposal process.

- b) *Fall 2009*: The department of World Languages and Cultures will submit a housing proposal to Residence Life by December 2009, for at least a Spanish language floor in TNT to be available for room draw spring 2010. The CIE and the ODI will also request that the intercultural house be moved to TNT in 2010-11. The ISC will be the RD for TNT and facilitate intercultural/ international programming in the dorm, and campus-wide.

## **2) Humanities Building**

*Spring 2010*: After WLC submits the housing proposal for the TNT language floors, and after the ACE articulates plans and estimates costs for the Global Commons, the two groups will work together to articulate plans for the Humanities Building renovations. As the academic hub of the Global Village initiative, the Humanities Building would house professors and classes in the World Languages and Cultures Department. The footprint of the building could be expanded and re-landscaped for a more inviting, cohort-building environment, and the classrooms updated to include smartboards and other technologies conducive to language instruction. The Humanities Lounge in particular could be redesigned to accommodate informal student seminars and lectures, and small group film viewing. Once the renovations are articulated, we will ask Earl & co. for a cost estimate, and begin the grant proposal process.

## **3) International Café**

*Fall 2010*: Once the above two grants are underway, the ACE Team will revisit the college's plans for the Alumni Hall and the upper level of BAC. If it is anticipated that the Dale Hall renovations will enable the Math department to move, thereby initiating the domino effect necessary to move ahead with the plans to move A La Carte into the upper level of BAC, the ACE Team will collaborate with the Dean of Students and other interested parties to seek funds for renovations necessary to renovate Alumni Hall so that it could host international film viewing, for example, and café environment above, including replacing glass, removing walls, and adding bar and café furnishings, and the construction of an outdoor balcony. Once café funding is secured, the ACE Team will work with Sodexo to promote international food service and décor, for example. The café will function as a site for such campus-wide community activities as receptions following Alumni Hall events, language table meetings, and international TV viewing.



## **Appendix A: Juniata Desired Intercultural Competencies**

The IEC used as a point of departure the international/intercultural competencies included in the ACE publication *Internationalizing the Campus: A User's Guide* (2003), and revised them in light of Juniata's particular institutional context and in response to feedback received from faculty and administrators to an initial draft. These competencies are not to be viewed as requirements, rather as goals toward which we strive as we seek to make internationalization an integral part of Juniata students' liberal arts education.

### **Knowledge**

1. Awareness of the complexity and interdependency of world events and issues
2. Knowledge of world geography and of the global environment, conditions, issues, and events
3. Knowledge of one's own culture and history and at least one other culture and history
4. Understanding of historical, political, religious, and economic forces which have shaped the current world system
5. Understanding of the diversity and commonalities found in the world in terms of values, beliefs, ideas, and worldviews

### **Attitudes**

1. Openness to learning, intellectual curiosity, and a positive orientation to new opportunities, ideas, and ways of thinking
2. Openness to the artistic and cultural expressions of one's own and other cultures
3. Sensitivity and respect for personal and cultural differences and a commitment to responsible global citizenship
4. Empathy or the ability to view the world and one's and others' place in it from multiple perspectives

### **Skills**

1. Information access and research skills to enhance the ability of students to learn about the world
2. Communication skills and strategies, including the ability to use another language to interact effectively with people from other cultures
3. Coping and resiliency skills in unfamiliar and ambiguous situations
4. Critical and comparative thinking skills, including the ability to think creatively and to integrate knowledge about other cultures into a coherent and inclusive worldview
5. The ability to respond aesthetically and to interpret creatively the artistic and cultural expressions of other cultures
6. The ability to critique one's own cultural values and biases by comparing and contrasting them with those of other cultures

## Appendix B: Global Engagement and the Strategic Plan

As Juniata moves forward with the 2008 strategic plan, "From Very Good to Great," the Global Justice plan can anchor our efforts in both a visionary and practical way. It has the potential to intersect with almost every area of the **strategic plan**, as indicated in bold below:

### *"2008 Juniata Strategic Plan, From Very Good to Great*

#### **THE TEACHING AND LEARNING ENVIRONMENT INITIATIVE**

*To empower every student for a fulfilling life of service and **ethical leadership in the global community** we will:*

- 1. Immediately review our freshman year programs to assure that every student is receiving not only the best possible information for success but is also fully engaged in a **coordinated, interactive and collaborative learning process** with other students and his or her advisor beginning with **summer orientation** and continuing through the freshman year. Further we will review the activities in the sophomore year to improve that year's educational and social experience for our students.*
- 2. By 2009 we will have a Center for Teaching Excellence in place to support faculty who are working on improving various aspects of their teaching. There is considerable momentum for this among the faculty as shown by the strong response to learn more about the Scholarship of Teaching and Learning (SoTL). Emeritus Professor of Psychology, Dr. David Drews, is currently leading a working group of about 20 faculty in this effort. We will seek funding for the Center for Teaching Excellence.*
- 3. By 2009 we will create a new plan for **faculty development**. This plan will include a realistic goal for increasing faculty development funds, will address how faculty development funds are allocated, and will develop a process to assess the use of faculty development funds.*
- 4. By 2009 we will create a variety of programs to address the **interpersonal and intercultural skills** of our students including: networking, **interviewing, resume development, portfolio creation,** and social skills.*
- 5. By 2009 we will have determined the feasibility of offering masters degrees in IT and Business through **our international partners in Germany**.*
- 6. **By 2010 we will have expanded our international programs with special emphasis on new and expanded programs in China, India, Germany, and Africa.***
- 7. By 2010 to help meet a major national need, we will have at least 10 additional students in each class preparing to teach elementary through high school science and math by leveraging the assets in our highly successful Education, Science and Science in Motion programs.*
- 8. By 2010 we will have considered the possibility of adding summer masters programs in science education, **environmental science** and non-profit management taking advantage of our considerable resources in these areas.*
- 9. By 2011 every Juniata graduate will have at least **one distinctive experiential learning opportunity related to that student's educational objectives**. These may include: an internship, service project, extended off-campus class experience, research, student teaching, or international study. These experiences will provide the opportunities for our students to test and develop their skills in a "real world" setting, develop self-confidence and/or gain a better understanding of a culture or perspective different from their own. Our expectation is that the*

vast majority of our graduates will have several of these growth experiences. We will work much more diligently with Juniata alumni as well as cultivating existing partnerships and establishing new partnerships to provide enhanced opportunities.

10. By 2010 develop a partnership with Campus Continuum a successful Age 55+ Active Retirement Community directly connected to the College.

### **THE 21st CENTURY CAMPUS INITIATIVE**

1. **Environmental sustainability.** We are making good progress on sustainability so our plan will take us to the next level by completing the American College and University President's Climate Commitment - a commitment to develop by 2009 an action plan and programs with a timetable and measurable outcomes to become climate neutral.
2. **Facilities.** By the end of the summer of 2010 Juniata will have completed the restoration of Dale Hall, Good Hall, Founders Hall, Oller Track, the renovation of Muddy Run, and a new eating facility in the former main computer lab of BAC. By fall of 2011 we will have developed preliminary architectural plans, cost estimates and potential funding strategies for improving Beeghly Library, the continued renovation of Brumbaugh Academic Center, the renovation of South residence hall, a music wing for the Halbritter Center, a turf athletic field, **a World Languages and Cultures Cluster**, a studio art building, and the completion of the transformation of Alfarata, the old elementary school.
3. **Campus Master Plan.** By 2011 we will have completed a campus master plan for campus improvements and opportunities through 2026 with particular emphasis on **residence halls**, recreational space, Ellis Hall, and enhanced accessibility.

### **THE ECONOMIC ADVANCEMENT INITIATIVE**

For Juniata to continue to attract and educate outstanding students we must develop a long term economic model that provides adequate resources to make a Juniata education not only more affordable but also highly valuable and marketable as a result of our high quality and outstanding outcomes.

1. **Economy of scale enrollment.** With the number of Pennsylvania high school graduates gradually declining and the make-up of these graduates becoming more diverse, Juniata **must increase the number of students from outside Pennsylvania as well as the number of minority students.** Not only is this added diversity educationally desirable for a 21st Century education for every student but it is essential in order to maintain an economically sustainable enrollment of 1460 FTE students. By 2011 our student body will be made up of at least 40% from outside Pennsylvania, of which we seek to include **10% international and at least 10% domestic minority.**
2. **Retention.** To reach our 1460 student enrollment by 2011 we will achieve a six year graduation rate of 80% or better with 95% of graduates completing their degrees in four years or less.
3. **Unfunded Financial Aid.** We must insure financial aid as a percentage of gross tuition rises less than the average of our peer institutions.
4. **Endowment.** By 2011 through additional gifts and market appreciation our endowment will have increased to \$100m or more and our planned giving pipeline for endowment from \$40m to \$60m or more. A special effort will be made to raise scholarship endowments to assist students in attending Juniata.
5. **Annual Scholarship Fund.** By 2011 our annual scholarship fund will have increased from \$1,000,000 to \$1,300,000 with a longer term goal of \$2m.

6. **Capital gifts. Juniata will continue to seek funds for various facility and program needs as identified in the campus master planning process and through the ongoing capital budget process.**
7. **By 2011 the Juniata Center for Entrepreneurial Leadership, the Gravity Project, and the Raystown Field Station will have achieved self sustaining budgets.**
8. **By 2011 we will have reviewed our art and library collections to decide what is compatible with the College's long term educational and outreach goals and what items should be sold. The process will honor all commitments the College has made to donors. The funds generated by sales will be reinvested in additions to the permanent collections, the facilities to house the collection and the staff to conserve the collection.**
9. **We will continue to assist Huntingdon and this region to improve our community. Emphasis will be on projects that increase the tax base to support improved infrastructure (schools, water, sewage, transportation, recreation and improved appearance of the community), that support retention and development of amenities (retail, restaurants, hotels, childcare, healthcare, retirement housing), that improve primary and secondary education and that improve the employment opportunities for Juniata employee spouses and recent graduates. These projects will assist in attracting and retaining students, faculty and staff - the human capital so necessary for our success.**
10. **By 2011 the College will have reduced its debt level below the \$33m we had on May 31, 2007.**
11. **Budget. By 2012 we will have increased the capital and special funding budget to 3% of our annual budget to support the maintenance of existing facilities and equipment, as well as support innovation and creativity. In addition, Juniata will continually review campus business processes to identify opportunities to improve operational efficiencies.”<sup>4</sup>**

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<sup>4</sup> From <http://www.juniata.edu/president/strategicplan.html>.

### **Appendix C: Models**

Some of the models used as inspiration in creating this plan include:

- A) Global Village: Jordan Family Language House at Austin College, Global College at Bucknell, the Affinity Houses at Dartmouth, the Residential Learning Communities at St. Lawrence, the Global Village Residential Learning Community at University of Vermont, and the International House at Washington College, as well as other models presented both in the spring 2008 NITLE workshop “Designing a Language Center in a Liberal Arts College” and the 2008 NAFSA sessions on international living and learning centers
- B) Global Citizenship Portfolio: The ability-based learning program at Alverno College (Milwaukee WI); Institute for Global Citizenship at Macalester College (Mpls, MN)
- C) Center for Global Education and Diversity at Wilkes University (Wilkes-Barre PA), Institute for Global Citizenship at Macalester College
- D) Study Away at Furman University (Greenville SC), various Off-Campus Study offices

## Appendix D: National Survey of Student Engagement 2008 – Study Abroad Comparisons

Carlee Ranalli, March 2009

The NSSE examines several areas of student engagement with the college. In the following report, I will examine if there are any relationships between students studying abroad and several related questions about culture and personal growth. Question (7) asks: Which of the following have you done or do you plan to do before you graduate from your institution? In regard to study abroad, the possible responses are: done, plan to do, do not plan to do, or have no decided. I ran a cross-tabulation to look for relationships between students' answers to this question and their answers to 11 other questions on the survey. The results are outlined below.

The first question of NSSE asked students: In your experience at your institution during the current school year, about how often have you done each of the following? The responses were: never, sometimes, often, or very often. There are no statistically significant relationships between whether or not a student felt like he or she included diverse perspectives in class discussions or writing and whether or not he or she would study abroad.

			Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments				Total
			Never	Sometimes	Often	Very often	
Study abroad	Have not decided	Count	2	33	28	12	75
		% within Study abroad	2.7%	44.0%	37.3%	16.0%	100.0%
		% of Total	.4%	7.4%	6.3%	2.7%	16.8%
	Do not plan to do	Count	5	51	59	31	146
		% within Study abroad	3.4%	34.9%	40.4%	21.2%	100.0%
		% of Total	1.1%	11.4%	13.2%	6.9%	32.7%
	Plan to do	Count	7	43	68	39	157
		% within Study abroad	4.5%	27.4%	43.3%	24.8%	100.0%
		% of Total	1.6%	9.6%	15.2%	8.7%	35.1%
	Done	Count	2	23	26	18	69
		% within Study abroad	2.9%	33.3%	37.7%	26.1%	100.0%
		% of Total	.4%	5.1%	5.8%	4.0%	15.4%
Total	Count	16	150	181	100	447	
	% within Study abroad	3.6%	33.6%	40.5%	22.4%	100.0%	
	% of Total	3.6%	33.6%	40.5%	22.4%	100.0%	

There are no statistically significant relationships between how often students had serious conversations with students of a different race or ethnicity than their own and whether or not students would study abroad.

			Had serious conversations with students of a different race or ethnicity than your own				Total
			Never	Sometimes	Often	Very often	
Study abroad	Have not decided	Count	12	37	19	8	76
		% within Study abroad	15.8%	48.7%	25.0%	10.5%	100.0%
		% of Total	2.7%	8.2%	4.2%	1.8%	16.9%
	Do not plan to do	Count	19	70	38	21	148
		% within Study abroad	12.8%	47.3%	25.7%	14.2%	100.0%
		% of Total	4.2%	15.6%	8.4%	4.7%	32.9%
	Plan to do	Count	25	53	39	39	156
		% within Study abroad	16.0%	34.0%	25.0%	25.0%	100.0%
		% of Total	5.6%	11.8%	8.7%	8.7%	34.7%
	Done	Count	6	30	17	17	70
		% within Study abroad	8.6%	42.9%	24.3%	24.3%	100.0%
		% of Total	1.3%	6.7%	3.8%	3.8%	15.6%
Total	Count	62	190	113	85	450	
	% within Study abroad	13.8%	42.2%	25.1%	18.9%	100.0%	
	% of Total	13.8%	42.2%	25.1%	18.9%	100.0%	

There are also no relationships between how often students had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values and whether or not students would study abroad.

			Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values				Total
			Never	Sometimes	Often	Very often	
Study abroad	Have not decided	Count	5	24	29	18	76
		% within Study abroad	6.6%	31.6%	38.2%	23.7%	100.0%
		% of Total	1.1%	5.3%	6.4%	4.0%	16.8%
	Do not plan to do	Count	7	66	49	27	149
		% within Study abroad	4.7%	44.3%	32.9%	18.1%	100.0%
		% of Total	1.5%	14.6%	10.8%	6.0%	33.0%
	Plan to do	Count	8	50	43	56	157
		% within Study abroad	5.1%	31.8%	27.4%	35.7%	100.0%
		% of Total	1.8%	11.1%	9.5%	12.4%	34.7%
	Done	Count	5	23	24	18	70
		% within Study abroad	7.1%	32.9%	34.3%	25.7%	100.0%
		% of Total	1.1%	5.1%	5.3%	4.0%	15.5%
Total	Count	25	163	145	119	452	
	% within Study abroad	5.5%	36.1%	32.1%	26.3%	100.0%	
	% of Total	5.5%	36.1%	32.1%	26.3%	100.0%	



The next set of questions asked: During the current school year, about how often have you done each of the following? The choices to respond with were: never, sometimes, often, or very often. There are no statistically significant relationships between how often students examined the strengths and weaknesses of their own views on a topic or issue and whether or not students would study abroad.

			Examined the strengths and weaknesses of your own views on a topic or issue				Total
			Never	Sometimes	Often	Very often	
Study abroad	Have not decided	Count	2	32	28	14	76
		% within Study abroad	2.6%	42.1%	36.8%	18.4%	100.0%
		% of Total	.4%	7.1%	6.2%	3.1%	16.8%
	Do not plan to do	Count	12	62	50	25	149
		% within Study abroad	8.1%	41.6%	33.6%	16.8%	100.0%
		% of Total	2.6%	13.7%	11.0%	5.5%	32.9%
	Plan to do	Count	10	57	57	34	158
		% within Study abroad	6.3%	36.1%	36.1%	21.5%	100.0%
		% of Total	2.2%	12.6%	12.6%	7.5%	34.9%
	Done	Count	7	17	30	16	70
		% within Study abroad	10.0%	24.3%	42.9%	22.9%	100.0%
		% of Total	1.5%	3.8%	6.6%	3.5%	15.5%
Total	Count	31	168	165	89	453	
	% within Study abroad	6.8%	37.1%	36.4%	19.6%	100.0%	
	% of Total	6.8%	37.1%	36.4%	19.6%	100.0%	

There are no statistically significant relationships between how often students tried to better understand someone else's views by imagining how an issue looks from his or her perspective and whether or not students would study abroad.

			Tried to better understand someone else's views by imagining how an issue looks from his or her perspective				Total
			Never	Sometimes	Often	Very often	
Study abroad	Have not decided	Count	3	24	32	17	76
		% within Study abroad	3.9%	31.6%	42.1%	22.4%	100.0%
		% of Total	.7%	5.3%	7.1%	3.8%	16.8%
	Do not plan to do	Count	8	51	56	34	149
		% within Study abroad	5.4%	34.2%	37.6%	22.8%	100.0%
		% of Total	1.8%	11.3%	12.4%	7.5%	33.0%
	Plan to do	Count	4	46	65	42	157
		% within Study abroad	2.5%	29.3%	41.4%	26.8%	100.0%
		% of Total	.9%	10.2%	14.4%	9.3%	34.7%
	Done	Count	3	13	29	25	70
		% within Study abroad	4.3%	18.6%	41.4%	35.7%	100.0%
		% of Total	.7%	2.9%	6.4%	5.5%	15.5%
Total	Count	18	134	182	118	452	
	% within Study abroad	4.0%	29.6%	40.3%	26.1%	100.0%	
	% of Total	4.0%	29.6%	40.3%	26.1%	100.0%	

There are no statistically significant relationships between how often students learned something that changed the way they understand an issue or concept and whether or not students would study abroad.

			Learned something that changed the way you understand an issue or concept				Total
			Never	Sometimes	Often	Very often	
Study abroad	Have not decided	Count	3	26	26	21	76
		% within Study abroad	3.9%	34.2%	34.2%	27.6%	100.0%
		% of Total	.7%	5.8%	5.8%	4.7%	16.9%
	Do not plan to do	Count	4	50	59	36	149
		% within Study abroad	2.7%	33.6%	39.6%	24.2%	100.0%
		% of Total	.9%	11.1%	13.1%	8.0%	33.1%
	Plan to do	Count	2	41	62	51	156
		% within Study abroad	1.3%	26.3%	39.7%	32.7%	100.0%
		% of Total	.4%	9.1%	13.8%	11.3%	34.7%
	Done	Count	2	13	29	25	69
		% within Study abroad	2.9%	18.8%	42.0%	36.2%	100.0%
		% of Total	.4%	2.9%	6.4%	5.6%	15.3%
Total	Count	11	130	176	133	450	
	% within Study abroad	2.4%	28.9%	39.1%	29.6%	100.0%	
	% of Total	2.4%	28.9%	39.1%	29.6%	100.0%	

The next set of questions I looked at, ask: To what extent does your institution emphasize each of the following? The choices to respond with are: very little, some, quite a bit, and very much. There are no statistically significant relationships between how often contact among students from different economic, social, and racial or ethnic backgrounds is encouraged and whether or not students would study abroad.

			Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds				Total
			Very little	Some	Quite a bit	Very much	
Study abroad	Have not decided	Count	3	17	30	26	76
		% within Study abroad	3.9%	22.4%	39.5%	34.2%	100.0%
		% of Total	.7%	3.8%	6.7%	5.8%	17.0%
	Do not plan to do	Count	14	42	51	42	149
		% within Study abroad	9.4%	28.2%	34.2%	28.2%	100.0%
		% of Total	3.1%	9.4%	11.4%	9.4%	33.3%
	Plan to do	Count	12	37	52	52	153
		% within Study abroad	7.8%	24.2%	34.0%	34.0%	100.0%
		% of Total	2.7%	8.3%	11.6%	11.6%	34.2%
	Done	Count	4	15	26	25	70
		% within Study abroad	5.7%	21.4%	37.1%	35.7%	100.0%
		% of Total	.9%	3.3%	5.8%	5.6%	15.6%
Total	Count	33	111	159	145	448	
	% within Study abroad	7.4%	24.8%	35.5%	32.4%	100.0%	
	% of Total	7.4%	24.8%	35.5%	32.4%	100.0%	

The final set of questions ask: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? The choices to answer with are: very little, some, quite a bit, and very much. There are no statistically significant relationships between how often the institute contributes to understanding oneself and whether or not students would study abroad.

			Institutional contribution: Understanding yourself				Total
			Very little	Some	Quite a bit	Very much	
Study abroad	Have not decided	Count	7	19	30	20	76
		% within Study abroad	9.2%	25.0%	39.5%	26.3%	100.0%
		% of Total	1.6%	4.3%	6.9%	4.6%	17.4%
	Do not plan to do	Count	7	33	51	53	144
		% within Study abroad	4.9%	22.9%	35.4%	36.8%	100.0%
		% of Total	1.6%	7.6%	11.7%	12.1%	33.0%
	Plan to do	Count	12	32	57	48	149
		% within Study abroad	8.1%	21.5%	38.3%	32.2%	100.0%
		% of Total	2.7%	7.3%	13.0%	11.0%	34.1%
	Done	Count	4	16	19	29	68
		% within Study abroad	5.9%	23.5%	27.9%	42.6%	100.0%
		% of Total	.9%	3.7%	4.3%	6.6%	15.6%
Total	Count	30	100	157	150	437	
	% within Study abroad	6.9%	22.9%	35.9%	34.3%	100.0%	
	% of Total	6.9%	22.9%	35.9%	34.3%	100.0%	

There are also no statistically significant relationships between how often the institute contributes toward understanding people of other racial and ethnic backgrounds and whether or not students would study abroad.

			Institutional contribution: Understanding people of other racial and ethnic backgrounds				Total
			Very little	Some	Quite a bit	Very much	
Study abroad	Have not decided	Count	7	28	25	16	76
		% within Study abroad	9.2%	36.8%	32.9%	21.1%	100.0%
		% of Total	1.6%	6.4%	5.7%	3.7%	17.4%
	Do not plan to do	Count	17	40	58	29	144
		% within Study abroad	11.8%	27.8%	40.3%	20.1%	100.0%
		% of Total	3.9%	9.2%	13.3%	6.6%	33.0%
	Plan to do	Count	14	38	61	36	149
		% within Study abroad	9.4%	25.5%	40.9%	24.2%	100.0%
		% of Total	3.2%	8.7%	14.0%	8.2%	34.1%
	Done	Count	5	22	28	13	68
		% within Study abroad	7.4%	32.4%	41.2%	19.1%	100.0%
		% of Total	1.1%	5.0%	6.4%	3.0%	15.6%
Total	Count	43	128	172	94	437	
	% within Study abroad	9.8%	29.3%	39.4%	21.5%	100.0%	
	% of Total	9.8%	29.3%	39.4%	21.5%	100.0%	

There are no statistically significant relationships between how often the institute contributes to solving complex real-world problems and whether or not students would study abroad.

			Institutional contribution: Solving complex real-world problems				Total
			Very little	Some	Quite a bit	Very much	
Study abroad	Have not decided	Count	4	21	36	15	76
		% within Study abroad	5.3%	27.6%	47.4%	19.7%	100.0%
		% of Total	.9%	4.8%	8.2%	3.4%	17.4%
	Do not plan to do	Count	9	42	52	41	144
		% within Study abroad	6.3%	29.2%	36.1%	28.5%	100.0%
		% of Total	2.1%	9.6%	11.9%	9.4%	33.0%
	Plan to do	Count	10	40	63	36	149
		% within Study abroad	6.7%	26.8%	42.3%	24.2%	100.0%
		% of Total	2.3%	9.2%	14.4%	8.2%	34.1%
	Done	Count	4	13	28	23	68
		% within Study abroad	5.9%	19.1%	41.2%	33.8%	100.0%
		% of Total	.9%	3.0%	6.4%	5.3%	15.6%
Total	Count	27	116	179	115	437	
	% within Study abroad	6.2%	26.5%	41.0%	26.3%	100.0%	
	% of Total	6.2%	26.5%	41.0%	26.3%	100.0%	

There are no statistically significant relationships between how often the institute contributes to developing a personal code of values and ethics and whether or not students would study abroad.

			Institutional contribution: Developing a personal code of values and ethics				Total
			Very little	Some	Quite a bit	Very much	
Study abroad	Have not decided	Count	8	15	38	15	76
		% within Study abroad	10.5%	19.7%	50.0%	19.7%	100.0%
		% of Total	1.8%	3.4%	8.7%	3.4%	17.4%
	Do not plan to do	Count	9	35	56	44	144
		% within Study abroad	6.3%	24.3%	38.9%	30.6%	100.0%
		% of Total	2.1%	8.0%	12.8%	10.1%	33.0%
	Plan to do	Count	17	31	61	40	149
		% within Study abroad	11.4%	20.8%	40.9%	26.8%	100.0%
		% of Total	3.9%	7.1%	14.0%	9.2%	34.1%
	Done	Count	7	18	24	19	68
		% within Study abroad	10.3%	26.5%	35.3%	27.9%	100.0%
		% of Total	1.6%	4.1%	5.5%	4.3%	15.6%
Total	Count	41	99	179	118	437	
	% within Study abroad	9.4%	22.7%	41.0%	27.0%	100.0%	
	% of Total	9.4%	22.7%	41.0%	27.0%	100.0%	

In conclusion, there are no statistically significant relationships found among any of the chosen questions and whether or not a student at Juniata will decide to study abroad or not.