Spring 2015

Cal Poly Study Abroad Program Design for Facilitation of Intercultural Competency

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Cal Poly Study Abroad Program Design for Facilitation of Intercultural Competency

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PIM 73

A Capstone Paper submitted in partial fulfillment of the requirements for a Master of International Education at SIT Graduate Institute in Brattleboro, Vermont, USA
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Introduction

William D. Hunter states in *International Educator*, that “Despite prevailing views that U.S. business drives the global economy and that U.S. culture is pervasive worldwide, there is a plethora of domestic commentary-spanning decades of research and writing-arguing that while U.S. ingenuity and capability have led to worldwide economic and military dominance, the nation's college graduates largely remain unprepared to join the global workforce. Not surprisingly, U.S. employers have recognized this shortfall in the U.S. educational system and have spent millions of dollars on intercultural or language training for their employees to help make those employees- and the companies as a whole-globally competitive.” (p.1). The question that follows from this view is: (1) how can efforts to increase and develop intercultural competence in college graduates be strengthened and improved?

In addressing the question of the importance of intercultural competence, Patricia K. Kubow and Paul R. Fossum point out in their book, *Comparative Education* that the U.S. educational landscape is changing because the world in which education is situated is itself changing. (Kubow & Fossum, 2007). They argue that Globalization “has become the central issue of our time” and that “Educators therefore need to examine the pace and the kinds of change brought about by globalization.” In their view, “globalization results in the increasing interdependence and integration of countries as the result of worldwide movement of ideas, capital, labor and goods. We will only find ourselves becoming increasingly interconnected.” (p.283). In order for college and university students to understand their place in the march toward globalization as well as to be able to contribute to a global economy and the solution of world problems, educational institutions need to do a better job of preparing students to be interculturally competent before they graduate. For the purpose of this capstone, the
definition of intercultural competency that will be utilized is the “Ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes.” (p.1). For institutions of higher learning to address this need, it is important to consider how the development of students’ intercultural competencies fits within the broader context of the institutions’ broader curricular model and the degree of emphasis on comprehensive internationalization at a university. According to the American Council on Education, comprehensive internationalization is defined as “a strategic, coordinated process that seeks to align and integrate policies, programs and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.” (p.1).

When considering how improvements can be made in intercultural competence education, it may be useful to examine some current efforts to do so. In looking at the efforts of other institutions to facilitate intercultural competence, it becomes clear that this is a concept that can be defined in many different ways and that, as such, it is typically up to the individual university or institution to define what interculturally competent graduates look like, a definition that reflects its’ own unique context and campus culture. One such institution, the University of Minnesota, has used certain questions to guide their efforts for campus internationalization, questions that could be used when identifying what students at Cal Poly should acquire when they participate in a study abroad program supported by Cal Poly. Their questions include: (1) “What skills, knowledge and attitudes do we want our students to learn?” (2) “What are our definitions of global citizen, global learning and global competency?” and (3) “What skills, knowledge and attitudes do the faculty and staff need in order to help students develop their competencies?” (University of Minnesota, 2012). Another institution, Duke University, has developed an intercultural competency program that assesses
students who attend their campus in China on self-awareness, openness, adaptability and cultural knowledge activities before, during and after their program experience. (Duke Global, 2015).

There are a few universities who do pre-departure and some re-entry programs for academic credit including the University of Denver, Fort Lewis College, Arizona State University and the University of Minnesota. Each of these universities has developed programs for academic credit to prepare their students to study abroad. Some universities make their programs mandatory, others leave it optional, other universities such as Michigan State University offer conferences to present and share their learning's from abroad once the students have returned. However, throughout my research I have yet to find a program that includes the pre-departure, while abroad and returnee phases, as part of a more holistic study abroad educational experience for their students.

California Polytechnic State University, San Luis Obispo (Cal Poly)

Dr. Jeffrey Armstrong, President of California Polytechnic State University, San Luis Obispo (Cal Poly), gave an address to our university this last spring in which he outlined his vision of what our campus should be like in the year 2022. In his address, he clearly indicated the need for expanding both study abroad and study away programs as well as for increasing international student enrollment so as to create a diverse and inclusive environment on our campus. More specifically, he proposed that “Students will leave Cal Poly empowered with the holistic, interdisciplinary experience that prepares them for success in a global economy and instills in them a culture of philanthropy” and that “Our campus will be a unique, vibrant residential community that links academic and social life, and we will be nationally and internationally recognized as the premier comprehensive polytechnic university that focuses on Learn
by Doing and student success. Specifically, this mission is one in which Cal Poly fosters teaching, scholarship, and service in a Learn-by-Doing environment in which students, staff, and faculty are partners in discovery. In other words, as a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. Cal Poly will be the nation’s premier comprehensive polytechnic university, an innovative institution that develops and inspires whole-system thinkers to serve California and to help solve global challenges” (President's Office, 2012).

Clearly, as articulated by its’ campus President, Cal Poly has adopted the philosophy of providing students with an opportunity to learn through direct experience. Cal Poly’s guiding educational philosophy, often referred to as “Learn by Doing”, is one that the Study Abroad Office has attempted to apply when it promotes the study abroad opportunities it offers as “Learn by Going”. Among other things, this Office emphasizes how students individual study abroad experiences may connect to their career goals, or how such experiences will assist in the identification and development of a student’s career goals, or to inspire them to give back to their community, and/or to solve challenges on a state, national or global level. The development and enhancement of students’ intercultural competencies, particularly through their study abroad experience, can only aid in Cal Poly’s efforts to become more globally or internationally oriented and produce college graduates who are just that.

One way in which this Cal Poly campus philosophy has been implemented in the Study Abroad Office is through the creation of the Cal Poly Curriculum Internationalization Task Force, a group that is made up of faculty from a variety of
disciplines. As an observer at the first four meetings of this Task Force, it became apparent that there is a lot of overlap in how this group views curriculum internationalization for the general academic curriculum at Cal Poly and what the Study Abroad Office might do to enhance intercultural competency on campus as well as how this office would prepare our faculty and staff to support students academically and experientially both on campus and off campus. In the most recent meeting of the Task Force, the primary focus was on defining curriculum internationalization at Cal Poly. Much of the discussion emphasized that curriculum internationalization is not limited to having international study opportunities but includes how international perspectives can be introduced in the classroom. The definition that ultimately emerged from the discussion was that “Curriculum Internationalization at Cal Poly is the process of designing and delivering programs of study that equip graduates to become interculturally competent and solve global challenges in a sustainable, ethical and inclusive way.” (Curriculum Internationalization Task Force, personal communication, April 13th, 2015). As such, the comprehensive study abroad program design being proposed here will reflect this overall view of curriculum internationalization at Cal Poly in that it will have a curriculum that will equip students who do choose to study abroad to solve global challenges, to critically evaluate themselves, other cultures and values in an international context and empower them to be global systems thinkers and otherwise encourage them to be positive forces in the world.

As a Study Abroad Advisor at Cal Poly, much of the focus of my SIT graduate program work has involved an examination of what Cal Poly does to support student development, specifically how it uses study abroad experiences for that purpose. For example, I have examined the question of how we can better support students during
their pre-departure orientations. I have also looked at how we can provide better access to study abroad for underrepresented groups on our campus. Finally, I have identified a need to support students upon return from their study abroad experiences. In the latter case, I ultimately created and held a full day “re-entry” conference for Cal Poly students who had recently studied abroad to address that very need. This was designed to reflect our university’s mission and “learn by doing” philosophy, a philosophy that could guide efforts to create a more holistic approach with regards to study abroad. If Cal Poly students are to “learn by doing” and the Cal Poly President supports study abroad opportunities and other co-curricular experiences as vehicles for reaching this goal, for meeting global challenges and being competitive in a global economy, it follows that there is a need to provide a more holistic support system to all students who study abroad regardless of the type of program they pursue. One possible way to provide this support is to design a comprehensive study abroad program that would support students before, during and after their regular study abroad program. This program would guide them through their development and assess what they have learned in general, and, more specifically, the overall intercultural competencies that they have gained from their program. Part of any educational experience, including the program being proposed, is evidence that these experiences have produced the desired learning outcome. For the “learn by doing” philosophy to be realized, we as educators should provide opportunities for students to understand and reflect on what they learned so that they are able to articulate the skills and competencies that they have gained abroad. If we are asking our students to be ready to address the global challenges they may face and to be prepared to contribute to and be successful in a global economy then we must ensure that they are ready for that, particularly those who have international experiences during their college career. As such, we must
determine the extent to which they are interculturally competent. At the present time, neither the Office of Study Abroad nor the University has adequate assessment of what our students are learning abroad and part of what is being proposed here is a structure that would make it possible to do such assessment. What is being proposed here is a comprehensive study abroad program that would include three course modules that students would participate in before they studied abroad, while they are abroad and when they returned from studying abroad.

**Theoretical Foundations**

Striving towards intercultural competency is an ongoing evolutionary process. For this reason, it is assumed that there is no point in which an individual is ever finished in their efforts to achieve intercultural competency. Therefore, it is important as educators to be able to assess the knowledge, skills and attitudes and other aspects of intercultural competence that students may have at any point. For the purpose of this capstone paper, goals and objectives were developed that reflect various aspects of intercultural competence where such competence is defined by Deardoff (2006) as the “Ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes.” According to the Intercultural Competence model that Deardoff has proposed it is specific attitudes, knowledge and skills that are the critical ingredients or dimensions of intercultural competence. The Attitudes that are part of Intercultural Competence are those of respect when communicating with others and demonstrating that they are valued. Other attitudinal aspects include openness, curiosity and a sense of discovery, ingredients which can be seen as involving a willingness to take risks and move beyond one’s comfort zone. The Knowledge ingredients that are necessary to achieve intercultural competence include:
(1) awareness of the ways in which one’s culture has influenced one’s identity and worldview; (2) culture-specific knowledge including understanding other worldviews, and (3) sociolinguistic awareness or, understanding the world from other’s perspectives through language. The Skills that are part of intercultural competence are skills that enable the acquisition of knowledge such as observation, listening, evaluating, analyzing, interpreting and relating.

According to this model, the acquisition of these attitudes, knowledge and skills will ideally lead to an internal or psychological state that consists of flexibility, adaptability, an ethnorelative perspective and empathy. Achieving such an internal state allows individuals to view things from another's perspective and thus treat them in ways in which the other person wants to be treated. All of the knowledge, skills and attitudes that are part of this internal outcome are then ultimately demonstrated through the behavior and communication of the individual toward others, which are otherwise known as the external outcomes in Intercultural Competence.

One theoretical model that seems relevant to the assessment of intercultural competence is one proposed by Milton J. Bennett (1993). His Developmental Model of Intercultural Sensitivity “describes the perspectives and behaviors in the face of cultural difference and outlines a “continuum” of increasing cultural awareness, understanding and adjustment.” (p.1). When students embark on a study abroad program they could be anywhere on this continuum of cultural awareness and understanding. The assumption here is that studying abroad will move them in the direction of increased awareness and understanding. Students who choose to study abroad come from a variety of backgrounds with a variety of experiences, needs and motivations. When they start a study abroad program they will be at different stages in
their individual development and in the understanding of their own assumptions about and biases towards cultural differences as well as in the self-awareness of their own worldviews. It is the hope that the creation of a comprehensive study abroad program will give Cal Poly students the opportunity to understand and reflect on how their own assumptions, biases and understanding change over the course of the delivery of the three module program.

Bennett’s model of personal growth includes both ethnocentric and ethnorelative stages. Within the three ethnocentric stages, it “assumes that the worldview of ones’ own culture is central to all reality”. (p.1). The three stages of ethnocentrism include denial of cultural difference, which can either mean that someone is uninterested in experiencing differences and may intentionally separate themselves from others who are different. The second stage is defense against cultural difference where “the world is organized in to “us and them” and the mentality is that their own culture is the best culture. The third stage of ethnocentrism is characterized by minimization of cultural differences where one may think that all humans are the same and where cultural differences are often trivialized or romanticized.

Ethnorelativism supposes that “cultures can only be understood relative to one another, and that particular behavior can only be understood within a cultural context”. (p.1). There are three stages of Ethnorelativism in Bennett’s continuum. The first stage of this segment of his continuum is Acceptance which involves recognition that one’s own culture is just one of a number of equally complex worldviews and involves respect for behavioral and value differences between cultures. Being in the next stage of Ethnorelativism, Adaptation to Cultural Difference, means that one is empathetic and has developed the necessary intercultural communication skills to be able to adapt to
difference and to be conscious of shifting through empathy in to other cultural frames of reference. Those in this stage have also internalized more than one worldview. The final stage of this segment of Bennett’s continuum is Integration of Cultural Difference. An individual in this stage is able to manipulate multiple frames of reference in an evaluation of a cultural situation and whose identity is not primarily based on any one culture.

Students who participate in a study abroad program would ideally move along this continuum as they are exposed to cultural differences and try to understand them. Since students will differ in where they start on Bennett’s continuum, they may not all end up in the same place on this continuum after the completion of such a program much less reach the highest stage. Since very few people in the world have achieved the last stage, the hope is that with the right program or experiential structure, a student will simply show as much movement along Bennett’s continuum of stages as they can. For purpose of this proposal, Bennett’s continuum of Intercultural Sensitivity will be used as the basis for the assessment and of a study abroad students’ progression towards increased intercultural competence.

Assessment of Intercultural Competence: The IDI

The Intercultural Development Inventory (IDI) is the assessment tool that will be used to understand the progress that students who take this program will make towards becoming interculturally competent. (IDI, 2015). The IDI was developed by Mitchell R. Hammer and the IDI, LLC to assess intercultural competence.

Bennett’s DMIS was used as the theoretical basis for designing the IDI and assessing progress towards intercultural competency and within the two there is considerable overlap between Bennett’s model on intercultural sensitivity and Deardoff’s model on intercultural competence. For the purpose of the assessment of
intercultural competency for this program, the IDI will be utilized in combination with other assignments and activities that will highlight knowledge, skills and attitudes obtained that relate to Deardoff’s model.

The IDI is a 50-item questionnaire that is available both online and in paper form and can be completed in 15-20 minutes. As evidence to its validity and usefulness, over 40 universities based in the United States and internationally have purchased and utilize this test including Duke University, Purdue University and Xavier University. Government agencies include the U.S. Air Force and Naval Academy, the Canadian Federal Government and the Federal Reserve Bank. Corporations include Boeing, Microsoft, Target and Walt Disney Parks and Resorts as well as non-profit organizations such as the Council for International Educational Exchange, AFS International Programs, Kaiser Permanente and the YMCA are just some examples of organizations that are using the IDI in their assessment of intercultural competence. (2015).

The IDI includes context questions that allow respondents to describe their intercultural experiences in terms of their cross cultural goals, the challenges that they face navigating cultural differences, critical (intercultural) incidents that they face when encountering cultural differences and the ways that they navigate those cultural differences. These questions allow individuals to reflect on how their IDI results relate to their cross-cultural goals and challenges, increasing self understanding and enabling improved accomplishment of key cultural goals. After individuals complete the IDI an analyzed report is prepared for them.

The comprehensive study abroad program will be intentionally designed to assess knowledge, skills and attitudes that are achieved and gained throughout the progress of the comprehensive study abroad program and the IDI will be the primary method for evaluating that progression. However, there will be additional ways in
which their intercultural competence is evaluated through program assignments, discussions and activities.

If, as discussed earlier, preparing Cal Poly students to be interculturally competent is an educational outcome that is desired by the university then it follows the university has an obligation to create and support the tools for achieving such an outcome. What is being proposed here is a programmatic structure for students who do study abroad that would be such a tool, one that would facilitate the acquisition of intercultural competence. By participating in a comprehensive study abroad program such as the one being proposed here, students will be able to identify the specific skills to become interculturally competent, to understand how to work toward the acquisition of those skills and otherwise how to optimize their study abroad experiences.

**Needs Assessment**

Having developed the philosophical/theoretical arguments for the creation of a program that would enhance the study abroad learning experience of students at Cal Poly, what remains is to present empirical evidence that such a program would be viewed as desirable or valuable by prospective stakeholders of the program as well as to identify the features that stakeholders would like to see included. In this case, the design and content of the program that is being proposed was in part based on a needs assessment survey of the proposed target populations of potential stakeholders at Cal Poly. These populations included Cal Poly students who have studied abroad on Cal Poly study abroad programs as well as Cal Poly faculty and staff who have had involvement in one or more of these programs at some level. The questions in each of the two surveys were created for the purpose of getting input from each of these two user populations about the inclusion of various potential program features and content
that could then be used in its’ design and implementation. The questions in the student survey are shown in Appendix A while the survey questions distributed to faculty and staff is shown in Appendix B. Each of the two surveys were posted on an online survey website, Survey Gizmo where the survey participants responded and results were analyzed. This proprietary site was used because Cal Poly is contracted with that firm to provide access for selected Cal Poly staff and faculty, including those who work in the Study Abroad Office.

**Student and Faculty Survey Procedures**

The student survey was distributed to Cal Poly students who had studied abroad via an email invitation. The potential pool of respondents who met this criteria had studied abroad from Cal Poly in the last two years. This email message was sent to the email address that was collected from those students when they were processed by the Study Abroad Office prior to departure. This email contained an embedded link to the online survey site, at which any student who was willing to participate could go to complete the survey. The content of this email message is shown in Appendix C. It is important to note that students were informed in this email that participation in this survey was completely voluntary and confidential. Specifically, while none of the questions were of a sensitive nature, no identifying information was collected. After the initial distribution of this email, a follow up request was sent about two weeks later in an effort to increase the number of survey respondents. This resulted in survey responses from a total of 114 students, a fairly good return rate for the student survey.

The faculty and staff survey was distributed to faculty and staff at Cal Poly that interact with students who study abroad in some capacity whether through academic advising, career counseling or leading study abroad faculty led programs. I obtained
their email addresses through the Cal Poly contact list and through my regular communication with them through work. As was the case with the student survey, an invitational message was sent to this group that contained a link to the faculty/staff survey site. The invitational email message to this group of respondents is shown in Appendix D. Again, as with the student survey, a follow-up email was sent to this sample in attempt to increase the return rate. This resulted in survey responses from 14, an increase from the original 6.

**Student Survey Results: Pre-Departure needs of students**

The results of the student survey are shown in Appendix E. As is shown there, in response to Question #1, almost 75% of the students had participated in a pre-departure orientation before studying abroad. These results suggest that having a component in the program being proposed that focuses on preparation for studying abroad is something that these students regarded as important in that they had obviously chosen to do so voluntarily. It was in part on this basis that the program design has a pre-departure component that is intended to achieve such preparation. The content of the pre-departure module was, in part, based on student responses to question #2 that asked them to check those features of their pre-departure experience, which was useful to them. While all content choices in this question received some endorsement, coverage of cultural adjustment and preparation for culture shock had the greatest utility endorsement followed by the opportunity for contact with student study abroad alumni.

Question #3 in the student survey was included to reflect the fact that trends in expectations about, and participation in, study abroad mirror broader changes in the student population who might be doing so as well as changes in the broader cultural
climate in the United States and the world. In particular, the growing emphasis on the implications of diversity at various levels including higher education, may mean that any study abroad experience may be shaped by issues and events that have not been of high priority in study abroad historically. In any case, this question asked students to report about specific content features that might be included in a pre-departure module. As can be seen in Appendix E, the topic of greatest interest was coverage of cultural norms, history and general background about the study abroad destination. The significance of this feature is also reflected in the very high percentage of respondents (86%) who did their own background research prior to departure, as shown in question #4. While it is no surprise that this would be their highest priority, there was enough interest expressed in coverage of some more contemporary concerns such as sexual health and sexual assault issues as well as diversity to suggest that such content would still be useful in a pre-departure module. In fact, such things could be incorporated into a discussion of the cultural context of the program since such things are often very culturally specific to begin with, including cultural norms regarding gender, sexuality and the presence of diversity. At the same time, as shown in the variety of topics listed in response to question #5 students clearly may have an extremely broad range of topics that they would have liked to have known before departure. Perhaps the best interpretation of this extensive list of concerns is that it supports the need for pre-departure preparation and underscores the inclusion of such a module in the program. While it may be impossible to address all of the things that were mentioned in question #5 responses, this list could still be useful when designing this module. Perhaps a more exhaustive content or qualitative analysis of these responses could at least tease out the most common themes when final decisions are made about coverage.
Student Survey Results: Students needs while studying abroad

Student responses to question #6 could be interpreted in various ways. As shown in Appendix E for #6, almost 90% of respondents reported having had the opportunity to reflect in various ways (shown in question #7) on their study abroad experiences while they were actually abroad. A comprehensive study abroad program should provide this opportunity if it is to achieve its’ objective, but the question that comes up with respect to the design of a comprehensive study abroad program is how best to provide this opportunity while abroad, particularly in a way that will increase the likelihood that such reflection and assimilation of their experiences will occur. If there is a theme in the range of responses to question #7 it is that this seemed to be something that many of them did on their own rather than being part of any consistently structured experience that occurred in the context of their respective program. It was on this basis that it was seen as important to include a module in the program that would involve students in this process of reflection on their experience more systematically. Again, there appears to be some concrete features in the broad range of student responses to this question that could be gleaned for the purpose of creating content for a study abroad module that students would complete while they are abroad. However, an examination of responses to question #8 suggests that some ways of doing this such as writing reflective papers about changes they have experienced were not very consistently endorsed as a method of reflection. While some were required by their programs to do this and others did so on their own, the main theme in their responses to this question was that any assignments that would be included in the While Abroad module would be most beneficial if they were designed to produce sufficient motivation for students to complete them and that would not conflict
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too much with the program based assignments they otherwise have to complete. For various reasons this may be the biggest challenge in the overall program design and may require the use of strong incentives such as program credit before students would be sufficiently motivated to do them. The ultimate design of this program module would have to reflect this challenge and would have to incorporate features that would be truly accessible and convenient to any student in the program. In the internet-connected world of today, it is easier to create such features than in the past when communications were difficult, slow or even impossible.

**Student Survey Results: Needs of returning study abroad participants**

The key to profiting from any experience, including study abroad, is to have the opportunity to reflect on that experience when it is over and to otherwise be made aware of the benefits derived from it in some systematic way. Questions #9 through and 11 of the student survey asked students for input in the design of the program module for returning students. As shown in Appendix E, when asked in #9 to report on what kind of logistical information would be most useful to obtain when returning from a study abroad experience, students expressed the greatest preference for information about transcripts from their study abroad and along with that, being informed about how to obtain specific course approvals and equivalency judgments. While these are more practical aspects of the study abroad experience, it does suggest that one benefit that they expect from study abroad is that their academic experiences will benefit them in the pursuit of their academic degree at Cal Poly that the program they have completed will count toward their degree program and that their progress toward their degree will not be adversely impacted by their study abroad experience. While such questions are the province of the Study Abroad Office and are, often unique to each
student, these results do reveal that addressing this in a program module for returning students should have coverage of such topics if for no reason than it would ease their readjustment to life on their home campus.

Question #10 asked students to report about the kinds of programming resources they would like to have upon their return to Cal Poly. While almost all of the options listed in the question received significant support, the dominant theme in the responses seemed to involve strong preference for contact with other study abroad alumni and perhaps the opportunity to mentor other prospective study abroad students. These results suggest that the module for returning students should place heavy emphasis on providing opportunities for them to share their study abroad experiences with others who have done it or who are interested in doing so. This may make this the most valuable component of all in the program. Nevertheless the tremendous range of suggestions made by responding students to question #11 may mean that this module would be best if it offered similar range of features that would give the returning student some choice of activities for completion of this module. While connecting and networking with other students should be a core feature of the module, one size may not fit all in this case.

Since this project is intended to design a comprehensive three module study abroad program for academic credit, question #12 of the survey asked students to indicate their interest in taking a program with the three separate modules for such credit. Their responses to this question do suggest that a large percentage (42%) would enroll in such a program about the same percentage said they would not do so. Nevertheless, this data does support the creation of a program like the one being
proposed. If it were to be proposed as an elective program, there would definitely be sufficient enrollment to justify its’ offering.

While the main objective of creating a comprehensive three-module study abroad program would be to support the work of the Study Abroad Office, at Cal Poly, achieving the objectives of that office and the program is something that should and does involve the whole “village” of departments and program offices on campus. To get a sense of student views of the involvement of these other units in their study abroad experience, question #13 asked students to indicate their preference for the departments with whom the Study Abroad Office should work more closely. Of the choices listed in that question, College Advising Centers and Career Services were selected by over 50% of respondents as being important resources for study abroad. This pattern is likely a reflection of the same concern students have about academic credit and fulfilling degree requirements through study abroad as described earlier and thus, identify program components that are critical to include. This concern about the academic aspects of study abroad on the part of students probably accounts for their responses to question #15 as well. This question asked them to identify features of a comprehensive study abroad program that would motivate them to take such a program. While the responses were many and varied the clear consensus was that it should be for credit and count towards degree requirements. In considering the design of the proposed study abroad program, it was this that made it clear that these concerns would have to be addressed and that such a program would best serve students if it could count in as many ways as possible toward fulfilling their degree requirements. Unless they are sufficiently motivated by such features to enroll, they would not otherwise acknowledge the other benefits that such a program would offer.
Staff and Faculty Survey Responses

An integral part of the many study abroad options offered to students at Cal Poly are the faculty who have involvement in study abroad as an instructor in study programs or perhaps as an advisor in a department that has their own dedicated programs for their majors or who are involved in some other capacity. They may play an important role in the study abroad experiences of Cal Poly students. In addition, there are other staff on campus that are involved directly or indirectly in the students study abroad experiences. As such, the survey that was distributed to select faculty and staff at Cal Poly was used in the same way as the student survey. Namely, they were asked to provide input that could be used in the design and implementation of a comprehensive study abroad program. While the content of the survey was to a certain extent unique to this population, the focus here will be on the responses that can be seen in Appendix F to the questions that overlapped with those to which the students responded. Question #1 on this survey paralleled #'s 2 and 3 of the student survey. When asked to indicate the topics that were important to include in pre-departure preparation of students, the 14-faculty/staff respondents had nearly 100% endorsement of all of the topics that students saw as important and high support for some that students did not report as being so important. The one major difference had to do with knowledge of the cultural norms of the destination location, a topic that was supported by faculty/staff as much as students did, but faculty and staff supported addressing many of the other topics much more than students, such as gender awareness, a topic that students did not deem so important for their preparation. The same was true for responses by this sample to #4 on their survey, one that paralleled #9 on the student survey. Here again, faculty/staff supported the helpfulness of each of
the options more strongly than students. Overall, the views of the faculty/staff who completed the survey with regards to the importance of providing opportunities for students who study abroad to profit academically and otherwise from their experiences appear to support the creation of a program vehicle for doing so.

Overall, the results of the Needs Assessment Survey are clear. Most importantly, there was significant support for creating some type of program or course structure that would enhance the benefits of studying abroad. There was also enthusiastic endorsement of having program features that prepared students prior to departure and that allowed them to process and integrate their study abroad experiences into their academic and personal life upon their return. Finally, the responses of students and faculty identified some of the specific features that should be included in such a program.

**Goals and Objectives (program and participant)/learning outcomes**

The purpose of this program is to provide Cal Poly students with an opportunity to be better prepared for their study abroad experiences through the acquisition of knowledge about culture, context and history of their study abroad destination prior to departure. This program will improve student adjustment to the study destination during the course of their study abroad program through the completion of structured activities. Finally, this program is designed to facilitate interaction with their peers and to allow for time to intentionally reflect and apply what they have learned while studying abroad and moving towards their academic, career and personal goals. With the goals and objectives outlined below, this program hopes to establish a norm for providing students with a holistic and reflective educational experience for their study abroad program.
Program Goals

1. Provide a comprehensive program to encourage the development of intercultural competence in students who study abroad.

2. Provide students who study abroad the opportunity to reflect on and integrate what they have learned from their study abroad experience through interaction with others who have studied abroad.

Program Outcomes

1. Increase understanding and acceptance of cultural differences in students who study abroad and increase their awareness to their attitudes towards those differences.

2. Provide students with opportunities to connect their study abroad experiences to their prior life experiences/situations, their campus community and to their future career, academic and personal goals.

Goals for Program Participants

1. Analyze their own assumptions about and biases towards others who are different from them.

2. Make contributions to their local, national and global communities through developed projects throughout the program.

3. Connect their study abroad experiences to their career, academic and/or personal goals upon their return.

4. Develop relationships with the international students on campus so as to facilitate broader campus internationalization.

Learning Outcomes for Program Participants
Students who participate in this program will be able to:

1. Demonstrate knowledge and awareness about their study abroad destination, its history and culture.
2. Gain increased knowledge about the political views, current events and past history of the study abroad location.
3. Develop intentional and concrete goals for their study abroad program.
4. Understand what intercultural competency is and how their competency levels may have changed from studying abroad.

Program Description

Program Scope

The comprehensive study abroad program being proposed is a three module course that would be facilitated on the Cal Poly campus and run over a period of three full Cal Poly quarters, starting in the spring of 2016 for the pre-departure module, the fall of 2016 for the while abroad module and the winter of 2017 for the returnee module. There are five sessions in the pre-departure module running a total of 110 minutes each. There will be five assignments submitted in the while abroad module through an online university based platform, PolyLearn, with students reading and responding to two of their peers’ postings for Assignments two, three and four. There will be eight sessions in the returnee module running a total of 110 minutes each. Students who are studying abroad on a Cal Poly study abroad affiliated program that run a quarter or semester in length would have the opportunity to participate in this program and will have to participate in all three modules of the comprehensive study abroad program being proposed in order to fully complete the entire program.
This comprehensive study abroad program will run as a pilot initially and will be non-credit bearing for the purpose of the pilot. The expected participant count for the initial pilot of this course will be 40 students.

Below is the timeline of delivery from program approval through the end of the final quarter for the students participating in this comprehensive study abroad program.

**Timeline for Delivery**

**Spring Quarter 2015**

- Submit budget request and program proposal to the Director of the International Center for staff time
- Submit selected program topics proposal for approval by Department Head, College Curriculum Chair and College Dean
- Receive program and budgetary approval and move forward with recruitment and budget

**Summer Quarter 2015**

- Work with study abroad staff members to schedule bi-monthly meetings to review goals of the program, learning outcomes, syllabi designing and curriculum based on proposal
- Incorporate program into individual study abroad program checklists
- Set-up program with the Office of the Registrar
- Review timeline and assign tasks and responsibilities as necessary
- Create strategic plan to identify program marketing targets and what departments to inform
- Meet with the Mustang Success Center, Career Services, Student Academic Services, SAFER, Multicultural Center, Gender Equity Center for program input participation and collaboration
- Make announcement in Campus Advising Meeting about new program and any study abroad related updates
- Determine support for students who opt out of program and any overlap (i.e.: Pre-departure meetings, etc.)

**Fall Quarter 2015**

- Start marketing of program to students during advising sessions
- Set-up targeted email and timing of delivery with the Marketing department
- Send flyer for program around to the Campus Advising group and departments supportive of study abroad
- Train peer advisors on the program and its content

**Winter Quarter 2016**

- Receive program registration instructions from the Office of the Registrar
- Send out targeted emails once a month for recruitment to accepted students
- Remind students in advising sessions of program process and content
- Students enroll in pre-departure program module for spring quarter
- Recruit lecturer from the Communications Department for Session two of pre-departure module
- Recruit staff from the Gender Equity Center and the Multicultural Center for Session three of pre-departure module
- Recruit staff from SAFER for Session four of Pre-Departure module

**April 2016**

- Students attend Session's one and two of pre-departure module
- Instructors collect assignments and evaluate work

**May 2016**

- Students attend Session's three and four of pre-departure module
- Instructors collect assignments and evaluate work
- Students enroll in Fall term module for term abroad

**June 2016**

- Students attend Session five of pre-departure module
- Instructors collect assignments and evaluate work
- Instructors submit summary evaluation for the module
- Students receive summary evaluation for the term

**Summer Quarter 2016**

- Staff plan program structure, responsibilities and content for while abroad and returnee module
- Meet with Career Services to collaborate on program content for Session five of the Returnee Module
- Meet with Health and Counseling to collaborate on program content for Session one of the Returnee Module
- Design online module portion, set up students in PolyLearn (an online submission forum) for submitting assignments
- Post all assignments in to PolyLearn

**September 2016**

- Open online program modules and email students about the opening of online modules
• Students submit assignment one and comment on two other students’ postings
• Instructor grades assignment one and provides feedback to student

October 2016

• Students submit Assignments Two and Three and comment on two other student postings for both assignments
• Instructor provides feedback and evaluation on Assignments Two and Three
• Instructor invites exhibitors to Returnee Conference and organizes marketing for conference

November 2016

• Students submit Assignment Four and comment on two other students postings
• Instructor provides feedback and evaluation on Assignment Four
• Students enroll in the Winter Quarter Returnee Program module

December 2016

• Students submit Assignment Five
• Instructor provides feedback and evaluation on Assignment Five
• Instructor posts final evaluation for module
• Instructor prepares curriculum for returnee module
• Instructor checks in with Career Services and Health and Counseling for participation in Sessions and Session dates for the Returnee Module

January 2016

• Students begin returnee module and attend Sessions One, Two and Three
• Instructor provides feedback and grades on assignments submitted
• Confirm participation of exhibitors, staff and student volunteers in returnee conference

February 2016

• Students attend Sessions Four, Five and Six including attending Returnee Conference
• Instructor provides feedback and evaluation on submitted assignments

March 2016

• Students attend Sessions Six, Seven and Eight
• Instructor provides feedback and evaluation on submitted assignments
• Instructor provides overall evaluation for final returnee module

Curriculum
To design the program curriculum, the Backward Design model was used. This approach was used because it will provide students who elect to participate in this program with the opportunity to understand the goals and objectives of the program. It does this while also requiring the program designer (myself) to think first and foremost about what it is our students should learn by participating in this program before actually designing the curriculum. This way, the curriculum focuses on results rather than content as suggested by Wiggins & McTigue (2005). In this approach, the needs and characteristics of the learners needed to be considered before identifying the goals and objectives. The chart below was used to highlight what these important needs and characteristics are when designing a comprehensive study abroad program such as this one and specifically for Cal Poly students.

Characteristics and Needs of Learners Chart

<table>
<thead>
<tr>
<th>Key Characteristics</th>
<th>Needs of Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>At an age of identity development</td>
<td>Students are in different phases of development and therefore in different mindsets to prepare and reflect for their study abroad experience</td>
</tr>
<tr>
<td>Majority are Caucasian students</td>
<td>Students may not have been exposed to studying in a diverse context. Students from other ethnic backgrounds may feel less understood or supported since the majority of staff and students are Caucasian.</td>
</tr>
<tr>
<td>Variety of international experiences from none to many</td>
<td>Different needs for support before, during and after study abroad experience</td>
</tr>
<tr>
<td>Significant percentage are females</td>
<td>Different comfort levels for sharing openly about experiences</td>
</tr>
<tr>
<td>Pressure to graduate in four years</td>
<td>Could be concentrated more on logistics for classes to count and concerned about spending the time taking this program if it is not able to count towards graduation.</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Pressure to have a job when they get out of college</td>
<td>Feeling the need to connect everything to be able to get a job and explain why they chose to study abroad.</td>
</tr>
</tbody>
</table>

This program encompasses three modules, a Pre-Departure module in which students who participate before studying abroad, a While Abroad module that students would interact and submit assignments through an online platform PolyLearn while abroad and a Returnee module that students would participate in once they return home from studying abroad. An outline of the program is below, the full program curriculum can be found in Appendix G with specific details for the content for each module.

The framework for the pre-departure module will encompass five sessions covering important logistical details such as course approvals, financial aid and visas for their study abroad program. It will also address important topics such as cultural adjustment, intercultural competency, cultural differences raising awareness about their own perceptions of those cultural differences through activities such as BaFa BaFa and discussions around diversity abroad. Students will also be asked to conduct research on the country they are studying in and set intentional goals for their study abroad program. An example session with Objectives, timing and activities can be seen in Session 2 of the Pre-Departure module in Appendix G.

The framework for the while abroad module will encompass five assignments submitted online through the online database PolyLearn. The assignments are designed
to encourage students to intentionally reflect on their cultural adjustment when they first arrive, allow them to immerse themselves and understand the local culture by interviewing a local and participating in a local event. Students will also be asked to reflect back on how they have changed since the beginning of their study abroad program. Students will also have the opportunity to read their classmates’ postings and create a discussion around topics like cultural differences they are experiencing providing a unique opportunity to see how different all of their experiences are across the globe.

The framework for the returnee module will encompass eight sessions that will allow students to interact with each other and interact with students who are interested in studying abroad all being guided through a debriefing and unpacking process. Through guided discussions around what they learned abroad, identifying new goals and how their experience abroad relates to their career, academics and personal life students will ultimately be able to connect how their study abroad experience has influenced them on multiple levels. Students will also compare the differences in their progress towards intercultural competency from their IDI reports they completed in Session 1 of the pre-departure module and Session 7 of the returnee module.

Program Outline

Pre-Departure Module

1. Session 1
a. Introductions, review program syllabus (Appendix H) and Icebreaker (Appendix I)

b. Presentation on Logistical needs upon return (Appendix J)

c. Cover the first assignment for the program

d. Students take IDI

2. Session 2

   a. BaFa BaFa (See Appendix K)

   b. Intercultural Competency Presentation (See Appendix L)

3. Session 3

   a. Discussion Groups with Multicultural and Gender Equity Centers

   b. Country Specific Group Presentations

4. Session 4

   a. Guest Speaker from SAFER (Sexual Assault and Recovery Center)

   b. Goal Setting (See Appendix M)

   c. Cover the next assignment due

5. Session 5

   a. Tips from study abroad alumni

   b. Discussions with study abroad alumni (See Appendix N)

   c. Review next module and address last minute questions

B**While Abroad Module**

1. Students submit five assignments by posted deadlines and comment on two other classmates’ postings for assignments two, three and four. Assignments will ask students to interact with the local community, intentionally reflect on their
adjustment to a new culture and trigger students to consider their intercultural interactions.

**Returnee Module**

1. **Session 1**
   a. Introductions
   b. Screen Le Retour
   c. Conduct Best Self Activity
   d. Guest Speaker from Health and Counseling Services
   e. Review syllabus

2. **Session 2**
   a. Logistical needs
   b. Discussion on last paper submitted abroad and how they've changed
   c. Review opportunities available on campus to get involved

3. **Session 3**
   a. Review goals that were set in pre-departure module
   b. Peer Advising to interested study abroad students (See Appendix O)

4. **Session 4**
   a. Potluck with International Students
   b. Brainstorm for increased programming on campus

5. **Session 5**
   a. Unpacking Your International Experience presentation with Career Counselors (See Appendix P)
   b. Present final project due at the end of the module (See Appendix Q for Ted Talk)
6. Session 6
   a. Returnee Conference (See Appendix R for schedule)

7. Session 7
   a. Participate in on campus activity surrounding International Education

8. Session 8
   a. Students present final assignments
   b. Guest Speaker on living an internationally focused life

**Staffing Plan**

In order to teach students effectively in a suitably intimate small class environment, two sections of this program would need to be offered. For this reason, two instructors/facilitators would need to be selected and/or hired to conduct this program. Below are the responsibilities and qualifications that will be asked of the instructor/facilitators who would conduct this program at Cal Poly.

**Responsibilities**

- Facilitate program for pre-departure, while abroad and returnee modules
- Design program content for in person program sessions
- Provide feedback and evaluation for submitted program assignments
- Arrange for guest speakers for classes
- Provide support to students throughout the program

**Required Qualifications**

- Master's Degree in Counseling, Education, International Education, Higher Education Administration or related field
- Experience working with students in a higher education context
- Experience studying, working or living abroad
Cal Poly Study Abroad Program Design for Facilitation of Intercultural Competency

- Experience facilitating reflection activities and debriefing intercultural experiences
- Experience collaborating with other departments on campus

Preferred Qualifications

- Experience teaching and facilitating programs in a higher education setting
- Experience conducting and facilitating online coursework

**Program Marketing**

Marketing for this program would target students who are moving through the study abroad process and plan to enroll in a comprehensive study abroad program that is of either a quarter or semester length. Once they are accepted for the program, our Marketing Department will send automatically triggered emails that will go directly to the students providing information on the program content and timeline of program work. (See Appendix S for example email).

Departments on campus such as Career Services, Mustang Success Centers, Cross Cultural Centers and Academic advising centers would be contacted for a meeting to review the program content and benefits to thus collaborate on marketing the program so that they are well informed.

**Participant Recruitment and Admissions**

Cal Poly students would be initially recruited who are studying abroad on an affiliated Cal Poly program for a quarter or a semester long study abroad program in order to get the program off the ground. Since the majority of Cal Poly students study abroad during the fall term, students would be recruited from the initial stages of the study abroad application process during the Winter Quarter in the previous academic year and start in the first module of the program in that Spring Quarter. After deeming
whether the program is successful enough to continue operation, the program would then be opened up for all students who were planning on going abroad and earning credit, no matter the length and no matter the program.

**Diversity Plan**

The Study Abroad office at Cal Poly is currently building a relationship with the Student Academic Services office. This office works with retention programming for first generation students, low income and non-traditional students. Programming would continue to be developed between the Study Abroad and Student Academic Services offices to include targeted information sessions about study abroad, financing study abroad and about the program and its content to continue to provide better access to study abroad for students who may perceive a lot of barriers around study abroad to begin with. By partnering with this office, study abroad program participation may continue to become more accessible to students who may normally not participate, thus increasing diversity in study abroad and in the program.

**Admission Requirements**

Students would need to be accepted into a study abroad program operated through Cal Poly prior to enrolling in this program. To do so, they would first need to meet the basic eligibility requirements to study abroad. These are maintaining above a GPA above 2.5, remaining off academic probation and being in good disciplinary standing.

**Logistics**

During the pre-departure module of the program, students would be helped with arranging for their logistical needs such as visas, airfare, housing and in-country travel. Because the location and program will vary depending on the students who
enroll in the program, there will be no consistent information provided with regards to logistics. Instead, during Sessions one and five of the Pre-Departure module, each student will have the opportunity to get one on one time with either the teacher, peer advisor or alumni of the study abroad program to make sure that the student is on track for arranging all of their logistical needs whether it be on their own or through their study abroad program provider. Office hours will be offered four times a week, four hours a day at the Study Abroad Office where students can consult with advisors on pre-departure needs if more in-depth assistance and advising is needed.

**Health and Safety Plan**

For the purpose of this comprehensive study abroad program, while it is being conducted on campus, the health and safety plan will follow the same policies put in place by the Campus Health and Wellbeing Department through the Division of Student Affairs. Depending on the incident or issue students can utilize health and counseling services through the campus Health Center. If a student is experiencing a medical emergency they or someone in the classroom will be instructed to call 911.

The health and safety of Cal Poly students both abroad and on campus is a high priority for the Study Abroad office. Regular advising hours are held on a daily basis where students are able to meet with a Study Abroad Advisor one on one to discuss their concerns and plans about studying abroad. The Study Abroad office is also proactive in their approach to student selection for study abroad programs. Criteria for all Cal Poly study abroad programs are that students must be above a 2.5 cumulative GPA, must be in good academic standing (not currently on academic probation) and must be in good disciplinary standing. Every student’s disciplinary record at Cal Poly is checked prior to being approved for participation on a study abroad program and one
primary thing that is checked is to make sure they are not currently on disciplinary probation. For those that are, they are not recommended to study abroad but to wait until they get off probation and then meet with a Study Abroad Advisor at that point. Depending on the severity of the disciplinary probation, the office staff meets with each student to check in and ask them questions to gauge what they learned from the experience and how they have changed. For students who were recently on disciplinary probation or have more serious infractions are either not recommended to go abroad or sign a behavior contract before they go abroad agreeing to certain standards of their behavior depending on their disciplinary record.

Students are also required to purchase insurance that will cover them during their time abroad whether it is through Cal Poly's mandated provider ACE Health Insurance or through their third party study abroad provider. Health insurance must include medical insurance, liability, political and natural disaster evacuation and repatriation and cover students while traveling outside of the country in which they are studying abroad.

Each student is required to complete an online pre-departure orientation along with a mandatory study abroad session where topics such as sexual assault abroad and sexual health abroad are covered as well as cultural adjustment, alcohol awareness and personal safety abroad.

**Crisis Management Plan**

All Cal Poly students receive PolyAlerts on their cell phones alerting them to any imminent on-campus threat such as recent incidents of sexual assaults or attacks, on-campus shooters or natural disasters such as fires. All Cal Poly faculty and staff go
through annual training on how to react to any on-campus emergency and are provided with instructions on how to proceed depending on the emergency.

Since a portion of this course will be facilitated abroad and the participants in this program would be participating in any one of a variety of study abroad programs around the globe with a variety of types of support system set-up for crisis management. The crisis management plan for the Cal Poly study abroad office if an incident were to occur with a Cal Poly student while they are abroad is outlined below.

**Responsible Party “Away”** (Faculty Coordinator, Contact Person at Host University, or other) Following the Crisis Response Plan, she/he attends to the immediate needs of the student(s) and/or faculty affected.

**Calls:**

Cal Poly Campus Police Dispatcher at (805) 756-2281.

**Cal Poly Campus Police Dispatch calls the first available person below:**

**#1 Caroline Moore, Director of the International Center**

Work telephone: (805) 756-2945  
Cell telephone: (805) 503-0825  
Home telephone: (805) 439-0910  
email address: cmoore36@calpoly.edu

**#2 Monica Schechter, Associate Director, Study Abroad**

Work telephone: (805) 756-5964  
Cell telephone number: (805) 835-6207  
email address: mschecht@calpoly.edu

**#3 Judy Mitchell, Associate Director, International Students & Scholars**

Work telephone: (805) 756-5837  
Home telephone number: (805) 771-8649  
email address: jumitche@calpoly.edu
From there, the Director or Associate Director contacts:
- Initial Contact person at Cal Poly
- Study Abroad Program Supervisor
- Other faculty, staff, or administrator responsible for IP, Exchange Programs, NSE or other individual or groups

Consultation occurs between
Initial Contact Person – International Center Office – Risk Management
Group will act depending on the following situation:

If situation is under control contact:

Chair of Crisis Response Team
Vice Provost of International, Graduate and Extended Education

The Crisis Response Team will disseminate appropriate information

If the situation is not under control contact:

Crisis Response Team Chair summons (as determined by the nature of the emergency):

Director of the International Center
Faculty Coordinator or Program Supervisor
Director of Risk Management
Director of Health & Counseling Services
Director of Public Affairs
University Police
Office of Student Rights and Responsibility
VP of Student Affairs
Dean of Students
Director of Budget and Analytic Business Services

Budget

The items that would need to be budgeted for this program include materials for the classes, a marketing flyer to promote the program, materials and food for the returnee conference, a stipend for the program lecturers and for the purchase of the Intercultural Development Inventory. Please see Appendix T for Budget details.

Budget Notes
Please see Appendix U for Budget Notes.

**Evaluation Plan**

The primary target of the assessment or program evaluation plan would be evidence of progress in achieving the goals and objectives that reflect intercultural competency. This could be determined on the basis of a comparison of a student’s intercultural competence before and after they go abroad as well as other possible points in their progression through the program through the various methods of assessment.

For the purpose of assessing whether students taking this program would show evidence of changes in intercultural competency, the Intercultural Development Inventory (IDI) would be administered. Specifically, students will complete an assessment form in the first class of the pre-departure module before they went abroad and complete it again when they return in the seventh session.

The IDI “assesses intercultural competence—the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities.” (IDI, 2015). It does this by having students respond to closed and open ended questions that ask students to describe their intercultural experiences in terms of their cross cultural goals, the challenges that they face navigating cultural differences, critical (intercultural) differences that they face when they encounter cultural differences and the way they navigate those cultural differences.

This assessment will be triangulated by utilizing oral and written activities during each of the three modules of the program. The activities and lessons in the pre-departure portion of the program will revolve around understanding cultural norms and by having student’s research and present on the country in which they are
Cal Poly Study Abroad Program Design for Facilitation of Intercultural Competency

studying. This will include details about cultural differences and similarities and leading discussions on gender abroad, cultural difference and diversity abroad with facilitators through the Cross Cultural Centers. In the while abroad module, students would be asked to submit essays online reflecting on their experiences and challenges they have faced with cultural differences, intercultural communication and cultural adjustment and adaptation. For the re-entry module, students will participate in discussions around reverse culture shock, changed perspectives, work on designing campus programming with international students, articulate what they learned abroad through mock interviews and identify current issues in the country in which they studied abroad. Assessment would be primarily based on their participation in-group discussions, activities, assignments they submit and projects. To make sure students who have different learning styles and levels of participation get the same amount of credit for ideas, students will also submit their ideas on paper when they are being assessed on group discussions.

Applying the Backward Design model, it was initially determined how lecturers will know if student have achieved the desired results. Acceptable evidence has been broken up per module to validate that the desired learning has been achieved. (2005).

Pre-Departure

- During the BaFa BaFa activity and through discussion of social and cultural norms
- From the submitted research project on country's history
- During the discussion on gender and race abroad
- From the Goal setting assignment
While Abroad

- Through the assignments on acknowledging cultural differences
- From the assignment submitted on interviewing a local on historical and political events
- From the immersion activity they chose to attend as a local event and their interpretation of it

Returnee Module

- From the discussion during the best self activity
- During the discussion on changed perspectives from their last paper submitted abroad
- From their attendance at a local and/or on-campus event and their debrief from the event
- From their brainstorm activity with the international students and their ideas that are submitted on paper afterwards
- From their assignment on their current hot topic/social issue

Program/Course Evaluation

In addition to the assessment of changes in Intercultural Competence among student participants, systematic participant evaluation of each module will be completed to obtain participant input about and reaction to various module elements. This information could then be used to make adjustments and changes in module design and content in the future. For this purpose, unique student survey forms will be developed for each module that ask a participant in any of the three modules to report their reaction to the features of that module. The contents of these surveys will focus
primarily on the extent to which students report that the participant outcomes identified in an earlier section are achieved. In addition, they will be asked to judge the usefulness and value of the assignments and activities that are part of each module. Finally, there will be a question that asks them to report their overall evaluation and satisfaction with that module. There will also be room for open-ended comments. The module evaluation surveys for modules one and three will be distributed in person to each student at the end of those modules while the evaluation survey for module two will be posted online. In all three cases, the surveys will be administered in a way that maintains respondent anonymity and confidentiality.

Conclusions/Implications

Overall, there is a real need to support students before, during and after their study abroad program and to help them see that they did indeed “learn by going”. By assessing a student’s intercultural competency before and after the program and by allowing them to participate in discussions, reflections and projects that help them see how they have changed through the whole experience, students will ultimately understand what they have achieved. Such an effort would also allow our university to see the progress that a student can make towards becoming “globally and interculturally competent” graduates who are ready to solve global challenges and contribute to and be successful in a global economy.

References


IDI: Intercultural Development Inventory. (2015). The Roadmap to Intercultural Competence using the IDI. Retrieved from
Cal Poly Study Abroad Program Design for Facilitation of Intercultural Competency

https://idiinventory.com/products/the-intercultural-development-inventory-idi/


**Appendices**

Appendix A
Survey Questions for students for Needs Assessment:
http://www.surveygizmo.com/s3/2027038/Study-Abroad-Course-Proposal

1) Did you attend a pre-departure orientation at Cal Poly before you studied abroad?
( ) Yes
( ) No

2) If you did attend a study abroad pre-departure orientation before you left, which topics do you feel were the most useful (click all that apply)
[ ] Health and Safety
[ ] Alcohol Awareness
[ ] Cultural Adjustment/Culture Shock
[ ] Visas/Passports
[ ] Communication while abroad
[ ] Money Matters
[ ] Hearing from student alumni

3) What would you have liked to seen covered on the Cal Poly side prior to departure? (Click all that apply)
[ ] Gender Awareness while abroad
[ ] Sexual Health and Assault while abroad
[ ] LGBTQIA Abroad
[ ] Diversity Abroad
[ ] Cultural norms, history, country back ground of study abroad destination
[ ] Other: ________________________________
[ ] Goal Setting

4) Did you do any research on the country you studied abroad in before you departed?
( ) Yes
( ) No
5) Whether you answered yes or no to Question #5, was there anything that you wish you would have known before you studied abroad?

____________________________________________
____________________________________________
____________________________________________
____________________________________________

6) While you were abroad do you feel like you had the opportunity to reflect on your experience there and what you were learning about yourself/host culture via the coursework you took?

( ) Yes
( ) No

7) Were the assignments given to you intentional about getting you to interact in the community and reflect on your experience there? What were examples of it?

____________________________________________
____________________________________________
____________________________________________
____________________________________________

8) Would you have liked more opportunity to reflect on your experience? (ie: writing papers on how you feel like you have changed from the start of your study abroad program at the end or interviewing locals/writing assignments on local activities)

____________________________________________
____________________________________________
____________________________________________
____________________________________________

9) Upon return from studying abroad, what information do you think would be helpful to know logistically?

[ ] Financial Aid
[ ] Course Approvals
[ ] Transcripts
[ ] Housing
10) What resources or programming would you like to see Cal Poly to develop to support returning study abroad students? (Check all that apply)

[ ] Career Workshops
[ ] Resume Workshops
[ ] Social Gatherings with other study abroad students
[ ] Country focused discussion groups
[ ] Social Gatherings with international students
[ ] Panels of young professionals who have studied abroad
[ ] Mentor programs for study abroad applicants
[ ] Language partner programs
[ ] Other: _________________________________

11) What do you think would be useful to help you process your study abroad experience to understand what skills you gained/how you may have grown?

____________________________________________
____________________________________________
____________________________________________
____________________________________________

12) If you there were an option to take a 4 unit course that included 1 unit before you went abroad (preparation, info sessions, country specific information), 1 unit while you were abroad (reflective assignments and 2 units upon return (career workshops, unpacking your study abroad experience, reflective exercises) would you have taken it?

( ) Yes
( ) No
( ) Other: _________________________________

13) Are there any other departments on campus that you wish the Study Abroad Office worked together with to develop more programming to support study abroad students? (click all that apply)

[ ] Multicultural Center
[ ] Gender Equity Center
[ ] Pride Center
[ ] Center for Community Engagement
[ ] Mustang Success Center
[ ] Career Services
[ ] College Advising Centers
[ ] Housing
[ ] Other: ________________________________

14) Please list any additional programming ideas that you would like to see to support study abroad students or help them get the most of their study abroad experience

____________________________________________
____________________________________________
____________________________________________
____________________________________________

15) What would motivate you to take a 4 unit study abroad course offered through Cal Poly?

____________________________________________
____________________________________________
____________________________________________
____________________________________________

16) Do you feel like Cal Poly is preparing you to enter a global workforce? How so, if yes? If not, what else do you think would be useful to have?

____________________________________________
____________________________________________
____________________________________________
____________________________________________

Appendix B
Questions for Cal Poly staff and faculty for Needs Assessment:
http://www.surveygizmo.com/s3/2031112/Study-Abroad-Course-Proposal-Staff-and-Faculty

1) What topics do you think are important to cover with students before they study abroad? (Click all that apply)
   [ ] Health and Safety
   [ ] Alcohol Awareness
   [ ] Cultural Adjustment/Culture Shock
   [ ] Visas/Passports
   [ ] Communication while abroad
   [ ] Money Matters
   [ ] Hearing from student alumni
   [ ] Gender Awareness while abroad
   [ ] Sexual Health and
   [ ] Sexual Orientation Abroad
   [ ] Diversity Abroad
   [ ] Cultural norms of the study abroad destination
   [ ] History and background of the study abroad destination
   [ ] Goal Setting
   [ ] Other: ____________________________________________

2) Outside of the topics listed above, what do you think is important for students to know before they study abroad?
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

3) "International experiences that students participate in, whether one week on an international service learning trip or a full-year study abroad experience, often result in personal change. John Dewey (1933) found education to be deeply rooted in experience, and that these experiences often create controversy that, if not reflected upon, can be misleading." (Larkin, 2008). Given your experience working closely with students who have studied abroad, in what ways do you think we could be assisting students to intentionally reflect on their study abroad experience while abroad?
   ____________________________________________
4) Upon return from studying abroad, what logistical information do you think would be helpful for students to learn about?

- Financial Aid
- Course Approvals
- Transcripts
- Other: ________________________________
- Housing

5) What types of programming do you think would be helpful to assist students with unpacking their international experience when they return home from studying abroad?

- ________________________________
- ________________________________
- ________________________________
- ________________________________

6) Are there any other departments on campus that you wish the Study Abroad Office worked with to develop more programming to support study abroad students?

- ________________________________
- ________________________________
- ________________________________

7) What do you think would motivate students to take a 4 unit study abroad course (pre-departure module, while abroad module and returnee module) offered through Cal Poly?

- ________________________________
8) What concerns (if any) would you have about a study abroad course (pre-departure module, while abroad module and returnee module) being implemented at Cal Poly?

Thank You!

Appendix C

Email to students to participate in survey

Dear Study Abroad Participant:

You are being invited to participate in a survey affiliated with the Study Abroad Office at Cal Poly. Before you decide to participate in this study, it is important that you
understand why the research is being done and what it will involve. Please take the time to read the following information carefully. Please ask the researcher if there is any information that is not clear or if you need additional information.

The purpose of this study is to assess the need to develop a course that would be partnered with a Cal Poly study abroad experience. It is being conducted by Erica Jorgenson from the Cal Poly Study Abroad Office. Your responses to this survey will allow us to improve our support for Cal Poly students who have an interest in studying abroad. It will aid us in preparing them for their study abroad experience, as well as in helping them to immerse more completely in and reflect on their experience while abroad. Finally, we hope to improve our support for study abroad students upon their return so that they get the most out of their international experience.

You have been selected to participate in this survey, if you so desire, because you recently returned to the United States after participating in a study abroad program affiliated with Cal Poly. The process is simple and only requires that you are willing to give your time to answer questions about what you would have liked to experience before you went abroad, while you were abroad, and, finally, when you returned home.

Included in this email is a link to an on-line survey (see below).

The risks of this survey are minimal. The stress you might feel will be similar to what you feel when disclosing work-related information to others. You will not be asked to provide any identifying information in the survey. For these reasons, no one will know how you responded individually to any of the questions. You may decline to answer any or all of the questions, and you may terminate your involvement at any time, if you choose.

There are no costs to you to participate in this study. In addition, there will be no direct benefit to you from your participation in this study. However, we hope that the information obtained from this study will help improve study abroad programs in the future and we appreciate your help in providing information on how we can better support Cal Poly students throughout their study abroad experience.

Should you have any questions about the research or any related matters, please contact Erica Jorgenson at ejorgens@calpoly.edu.

Link to survey: http://www.surveymonkey.com/s/2027038/Study-Abroad-Course-Proposal

Appendix D

Email to staff and faculty to participate in survey

Dear Cal Poly Staff Member:

You are being invited to participate in a survey affiliated with the Study Abroad Office at Cal Poly. Before you decide to participate in this study, it is important that you
understand why the research is being done and what it will involve. Please take the
time to read the following information carefully. Please ask the researcher if there is
any information that is not clear or if you need additional information.

The purpose of this study is to assess the need to develop a course that would be
partnered with a Cal Poly study abroad experience. It is being conducted by Erica
Jorgenson from the Cal Poly Study Abroad Office for a capstone project for a Master’s
Degree in International Education from the School for International Training. Your
responses to this survey will allow us to improve our support for Cal Poly students who
have an interest in studying abroad. It will aid us in preparing them for their study
abroad experience, as well as in helping them to immerse more completely in and
reflect on their experience while abroad. Finally, we hope to improve our support for
study abroad students upon their return so that they get the most out of their
international experience.

You have been selected to participate in this survey, if you so desire, because you work
closely with students and their international program experiences at Cal Poly. The
process is simple and only requires that you are willing to give your time to answer
questions about what you feel like the needs are to support students before they go
abroad, while they are abroad, and, finally, when they return home.

Included in this email is a link to an on-line survey (see below).

The risks of this survey are minimal. The stress you might feel will be similar to what
you feel when disclosing work-related information to others. You will not be asked to
provide any identifying information in the survey. For these reasons, no one will know
how you responded individually to any of the questions. You may decline to answer any
or all of the questions, and you may terminate your involvement at any time, if you
choose.

There are no costs to you to participate in this study. In addition, there will be no direct
benefit to you from your participation in this study. However, we hope that the
information obtained from this study will help improve study abroad programs in the
future and we appreciate your help in providing information on how we can better
support Cal Poly students throughout their study abroad experience

Should you have any questions about the research or any related matters, please
contact Erica Jorgenson at ejorgens@calpoly.edu.

Link to survey: http://www.surveygizmo.com/s3/2031112/Study-Abroad-Course-
Proposal-Staff-and-Faculty

Appendix E

Responses from Student Survey
1. Did you attend a pre-departure orientation at Cal Poly before you studied abroad?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>73.2%</td>
<td>82</td>
</tr>
<tr>
<td>No</td>
<td>26.8%</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>112</td>
</tr>
</tbody>
</table>
2. If you did attend a study abroad pre-departure orientation before you left, which topics do you feel were the most useful (click all that apply)

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Safety</td>
<td>32.6%</td>
<td>28</td>
</tr>
<tr>
<td>Alcohol Awareness</td>
<td>15.1%</td>
<td>13</td>
</tr>
<tr>
<td>Cultural Adjustment/Culture Shock</td>
<td>59.3%</td>
<td>51</td>
</tr>
<tr>
<td>Visas/Passports</td>
<td>54.7%</td>
<td>47</td>
</tr>
<tr>
<td>Communication while abroad</td>
<td>38.4%</td>
<td>33</td>
</tr>
<tr>
<td>Money Matters</td>
<td>43.0%</td>
<td>37</td>
</tr>
<tr>
<td>Hearing from student alumni</td>
<td>65.1%</td>
<td>56</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>86</strong></td>
</tr>
</tbody>
</table>
3. What would you have liked to seen covered on the Cal Poly side prior to departure? (Click all that apply)

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Awareness while abroad</td>
<td>20.4%</td>
<td>20</td>
</tr>
<tr>
<td>Sexual Health and Assault while abroad</td>
<td>21.4%</td>
<td>21</td>
</tr>
<tr>
<td>LGBTQIA Abroad</td>
<td>12.2%</td>
<td>12</td>
</tr>
<tr>
<td>Cultural norms, history, country background of study abroad destination</td>
<td>79.6%</td>
<td>78</td>
</tr>
<tr>
<td>Other</td>
<td>14.3%</td>
<td>14</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>40.8%</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>98</td>
</tr>
</tbody>
</table>

Responses “Other”

<table>
<thead>
<tr>
<th>Value</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Left Blank</td>
<td>98</td>
</tr>
<tr>
<td>Budgeting</td>
<td>1</td>
</tr>
<tr>
<td>Don’t waste time partying and getting drunk.</td>
<td>1</td>
</tr>
</tbody>
</table>
Grocery Shopping Abroad  1
How to save money  2
How to seek medical issues abroad  2
School Work Load  1
When you say LGBTQIA, make sure to remember the "T."  1
how to meet people in foreign country  1
None  1
personal testimonies off the place I went to, not other places  1
traveling on a budget tips  1
transfer process before and after, depth of acquiring a VISA, and tangible financial scholarships  1
4. Did you do any research on the country you studied abroad in before you departed?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>86.4%</td>
<td>95</td>
</tr>
<tr>
<td>No</td>
<td>13.6%</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>110</td>
</tr>
</tbody>
</table>
5. **Whether you answered yes or no to Question #5, was there anything that you wish you would have known before you studied abroad?**

<table>
<thead>
<tr>
<th>Count</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- Cultural differences (greetings, behavior, food, nightlife, etc.) - How/What to pack</td>
</tr>
<tr>
<td>1</td>
<td>About the history, politics and customs of my study abroad destination</td>
</tr>
<tr>
<td>1</td>
<td>Chile has extreme PDA as the norm beyond what is typically acceptable in the US</td>
</tr>
<tr>
<td>1</td>
<td>How cold it could get in Spain during the winter and how reverse culture shock affects returning</td>
</tr>
<tr>
<td>1</td>
<td>How the specific school functioned differently from Cal Poly.</td>
</tr>
<tr>
<td>1</td>
<td>How to casually become friends with locals</td>
</tr>
<tr>
<td>1</td>
<td>How to eat healthy and work out safely while abroad</td>
</tr>
<tr>
<td>1</td>
<td>How to maintain a workout routine</td>
</tr>
<tr>
<td>1</td>
<td>I wish I had lived with a host family instead of living with other students from Cal Poly.</td>
</tr>
<tr>
<td>1</td>
<td>I wish I would have known the layout of the city and streets a bit better.</td>
</tr>
<tr>
<td>1</td>
<td>Information on how to leave the airport</td>
</tr>
<tr>
<td>1</td>
<td>It would have been more rewarding if I had learned more of the language prior to departure.</td>
</tr>
<tr>
<td>1</td>
<td>More about how to get around/transportation</td>
</tr>
<tr>
<td>1</td>
<td>More info about sites to see</td>
</tr>
<tr>
<td>1</td>
<td>More of the language!</td>
</tr>
<tr>
<td>1</td>
<td>More places to travel while abroad. More about the city I was living in.</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>No, I thoroughly enjoyed discovering things as I go along.</td>
</tr>
</tbody>
</table>
No, not knowing is part of the adventure

No.

Nope

Nope!

Not necessarily, but I was already familiar with the country that I went to.

Not really

Not really, I liked learning a lot from immersion.

Sites or sources in the country that make planning travel easier.

That there are scholarship opportunities outside of FAFSA and grants.

The alcohol purchasing laws in Sweden! So harsh!

Transferring Credits was very difficult for me.

Yes, I think cal poly should prepare you for norms of specific countries

don't pay for anything in large bills. I was scammed at a night bazaar.

how to balance money

No

That you don't need to know the language before you go, and that it's okay to be homesick and COMPLETELY normal political structure and government of host country. current president, important politicians etc..

Knowing the language definitely helps you interact and make you feel a part of the city/country and limits culture shock.

Answered yes - wish I knew more about international student life in the city/country, for example, what kinds of colleges/universities other exchange students will come from. I met a lot of Erasmus students and "dual degree" Master's students in Europe and I think a quick preparation explaining what those are would help me feel more like a part of the international student community especially when meeting new people.
More about how the class/registration process worked at the school I was attending; Weather/climate expectations; how to register for a language class

I would have liked more information about food, since I have dietary restrictions. I also think gender differences were exaggerated online (i.e. dress codes for women and men in Spain).

I wish I had known more about the diversity issues and a social climate of native Italians in my age group. I knew general information, but didn’t know about some of the racism/sexism issues that are ongoing in Italy.

I didn’t run into any local stress while away. Church was the starkest difference in my experience, and that was very interesting and enriching. College students are college students no matter where you are, but church can be varied even more from culture to culture.

I wish I would have known more about getting the visa and the amount of effort/time required for course transfers.

I wish I would’ve known just how much time I’d be spending in school. There wasn’t much free time and I could’ve been better prepared for that.

I wish that I was more prepared for the lifestyle that I was getting myself into. I did plenty of research, but just reading about it didn’t prep me for what I jumped into off that plane. The culture, the way the locals treat Americans, the food you eat, how to travel around, how to budget your money, etc.

I just would have liked to be more familiar with where to find things I need - like what was the equivalent of Target or Wal-Mart over there. I was familiar with the grocery stores and such, but I never thought about needing to buy things like clothes hangers. I also think it would be useful to discuss different airlines' rules for luggage because you have to pack economically to get somewhere and on some airlines you are punished more harshly for going over!

Yes, that Spaniards as a whole are not as friendly as Americans generally are and that it would be very difficult to make Spanish friends.

The cheap airlines, student discounts, reasons/ways not to over pack, things more "worth-it" to buy once you get there opposed to bringing, how my classes were actually going to
transfer, that I would have Friday classes, our school holidays, how to get in touch with the Erasmus students in Europe, how to better stay in touch with people in America and not lose friendships due to distance

Yes. 1) Siestas are a real thing 2) Spanish language skills 3) Everyone in Spain was very upfront, rude by American standards 4) Necessity to dress well, and not wear sweatpants. Someone cursed at me for wearing sweatpants while I walked through my neighborhood. 5) The terrible customer service 6) The differences between living in an apartment and a home stay 7) The pushiness of Spanish men, especially in bars and clubs. 8) That everything would be fine, and ended up being unforgettable

I would have liked to know how much people travel outside of their city. Many of my friends traveled to neighboring countries or skipped school to go on short vacations. My main goal was school, but it should have been traveling.

I wish I better looked into the specific city and school I was going to, since I mostly only thought of it as a destination of the country. Truly each city in the country is unique and requires its own adjustment

I went abroad with a very open mind and did not feel as though I needed to know anything else before I went

that in Barcelona they actually speak Catalan and consider themselves part of Cataluña, and some of the history behind that.

I wish I would have known that people in the city that I lived in, for the most part, only spoke Spanish,

I wish I would have researched more about cultural norms and daily life in the country I studied in, rather than researching tourist attractions and things to do

I just wish I would have known more about the environment that I was going to be in and actually studied the place I was going to be. I also saw a multitude of people being disrespectful to the culture in certain ways so I feel it should be necessary to pass a course on studying abroad in order to ensure that people understand the place they are going to and the people who live there. I also wish I would have been more aware of any safety issues (although some things are out of our control), I feel that there was not enough information or seriousness on that. I also think that learning
phrases in that particular language could be helpful, although people can do this on their own, but it can be a challenge to.

1

I wish I had known more about my actual daily lifestyle in terms of school schedule. Had I known the rigorous schedule of school and our homestay that allowed little to no freedom or flexibility before I signed up for my program, I would not have studied with Cal Poly in Spain.

1

More about the government, country history, and current politics. I felt very uneducated about these things immediately once I got there, and it created a barrier between Italians who knew everything about their government AND mine, while I knew little about mine and nothing about theirs.

1

The conflicts with the French and the Jewish in Paris. I would have liked to know that was going on before I went so I could have been more prepared.

1

Cultural customs of the country I studied in, and the various laws that is different there than they are here.

1

The program that I went with, Globalinks, and the university Kingston, changed the programs available, which caused a huge stress after arrival. So I would have liked to make sure that academics were more in order.

1

No, I believe not doing a ton of research in advance is what allowed me to have the experiences that I did when I studied abroad. I was not able to overthink the process beforehand and generate unrealistic expectations, which enabled me to have a very genuine and organic experience and interactions during my time abroad.

1

I would have liked to know how the city changes at the time we were there. I went to Adelaide, Australia and the side of the city where we lived was very dead and many things were closed since it was summer. We weren't warned that we wouldn't have the opportunity to do certain activities.

1

Housing and living conditions in my chosen country and how that would relate to my housing options while living abroad. If I had known what the options were, I probably would have looked for an apartment outside of my study abroad program.

1

Ways to get involved with the local community- I felt surrounded by my fellow study abroad students with out
many ways of meeting locals. Housing options: I wasn't very pleased with the accommodations

1. If you want to meet people abroad, you need to approach them. They will most likely not approach you. If you can accomplish this and perhaps overcome the fear, it will make the experience much more exciting and memorable.

1. Not really! I feel like studying abroad is one of those experiences you can only prepare so much for (aside from logistical planning).

1. No, but I wish I had paid more attention to the fact that there would be lulls in my experience and that it would be normal to feel down sometimes.

1. I wish I had known more about the demographic of the people in the program I studied abroad in. I didn't think they would all be from America, but they were.

1. I wish I had been given some idea of the paperwork that I had to fill out when I arrived so that I could start preparing it in advance.

1. How to travel easiest in foreign countries, not locally. But to further locations in the country

1. I wish I would have known how much out-of-class study and program work was involved. Very little free time to explore the culture and the country.

1. Perhaps more on the academic expectations abroad. I was in England and directly enrolled in a university and I had no idea how different the program load would be (much lighter), how assessments worked, or how grading worked.

1. People in my destination city were actually very fashion-forward. I wish I would have known and not brought very "basic" clothes trying to NOT stand out as a person from the U.S.
6. While you were abroad do you feel like you had the opportunity to reflect on your experience there and what you were learning about yourself/host culture via the coursework you took?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>88.1%</td>
<td>96</td>
</tr>
<tr>
<td>No</td>
<td>11.9%</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>109</td>
</tr>
</tbody>
</table>
7. *Were the assignments given to you intentional about getting you to interact in the community and reflect on your experience there? What were examples of it?*

<table>
<thead>
<tr>
<th>Count</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Didn't do any assignments...</td>
</tr>
<tr>
<td>1</td>
<td>I was not assigned to interact with the community; it was a part of how I lived abroad.</td>
</tr>
<tr>
<td>1</td>
<td>I was paired up with a buddy. Called the KU Buddy system.</td>
</tr>
<tr>
<td>1</td>
<td>Kind of. I had an internship and our final paper was pretty reflective</td>
</tr>
<tr>
<td>1</td>
<td>Most of the time yes</td>
</tr>
<tr>
<td>1</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>No but the language class was something I used every day</td>
</tr>
<tr>
<td>1</td>
<td>No the curriculum was quite awful</td>
</tr>
<tr>
<td>1</td>
<td>No. The classes I took were just general education.</td>
</tr>
<tr>
<td>2</td>
<td>Not really</td>
</tr>
<tr>
<td>1</td>
<td>Not really, I had to go my own way to find communities to interact with.</td>
</tr>
<tr>
<td>1</td>
<td>Not really. It was just my own reflection.</td>
</tr>
<tr>
<td>1</td>
<td>Slightly but not really it was more left up to the individual</td>
</tr>
<tr>
<td>1</td>
<td>Some we're, such as on-location classes and assignments &amp; reflection papers</td>
</tr>
<tr>
<td>1</td>
<td>There were no assignments specifically calling for engagement with the locals.</td>
</tr>
<tr>
<td>1</td>
<td>Visiting the hill tribes of Northern Thailand and creating a presentation about specific tribes</td>
</tr>
<tr>
<td>1</td>
<td>We had to pick a spot in town and journal which was cool, but that was basically it.</td>
</tr>
<tr>
<td>1</td>
<td>We went to the national museum of Korea with my intro to Korean art class</td>
</tr>
</tbody>
</table>
Yes and we had many observational assignments where we had to study the people and the city

Yes we went to museums and had many field trips

Yes, I had to create a map of the city.

Yes, homework assignments often required getting out and about throughout London

Yes, interacting with people for a film class

Yes, many assignments required museum visits or cultural encounters with local people.

Yes. I took a regional specific cultural class. This was not affiliated with Cal Poly.

Yes. Interviews.

Yes. My teacher wanted us to practice our French speaking with waiters and storeowners.

Yes. The classes included information about the country and influence me to fully immerse.

Yes. We were assigned places to go during our free time and we wrote about our experience there

No

Nope

Yes

yes, brainstorming and self reflection exercise at CEA’s headquarters in Costa Rica

yes, community outreach through working at an orphanage abroad

Not really. I had a women's history class, which didn't require any outside interaction, and a Spanish literature program, which only required me to read a Spanish book, but didn't require any daily outside interactions.

Yes - basically all of Humanities 310 was just "Go experience Thailand and think/write about those experiences"

No. Any reflection or community interaction was my choice. I studied via engineering so all my programs were technical in nature
1 Yes. We took classes with Lithuanian students! Also, one of the professors was a Lithuanian professor so we got to see how their school system worked.

1 Yes. Filmed the culture to make documentaries, took a humanities program on the country, visited museums/landmarks.

1 I took a class where we met the first three Fridays of the quarter and went off to bogs, rivers and beaches to sample sediment, decay, etc. It was a great time.

1 I didn't really have any assignments that really made me interact with the community and reflect on it.

1 In my German class, we had to go to the local market and order food in German. It was a very humbling experience. The people were very nice to us, which was unexpected based on the way Americans can treat outsiders. We were also given optional reflection surveys at the beginning, middle, and end of the program.

1 Yes, especially the HUM program where we had a bunch of assignments we needed to complete by literally going out into the world and finding answers by doing things like going to a prison or a show or a game or a part of town that's known for something. It was really cool.

1 Yes, knowing the history and influences of the previous inhabitants of Spain gave me good background knowledge of the development of the Spanish people and their customs.

1 In a way. I needed to draw certain things and explore the city more because of it, but it didn't necessarily push me to interact with the people in the community.

1 No, the programs there were assigning work that made me learn the material (such as research papers, presentations, exams etc.). Only one class had me tour around the city and I took that class for that reason even though it didn't count for anything.

1 In our Germany Today class we learned about holiday culture and were encouraged to participate in local holidays.

1 The international club was great about connecting exchange students with other German students, and giving an initial contact point to make friends and go on trips.
No, I took Masters level engineering classes - they were mostly essay-based without much community interaction.

Absolutely! A lot of my assignments required me to engage with locals. For example, scavenger hunts and museum worksheets.

yes. In Basque culture class we had to interview people who actively participated and practiced Basque cultures. Examples include herbal healing, handball playing, fisherman, and a candle maker.

We had a project where we had to find something Shakespeare related somewhere in the city and write about it so I guess that counts?

I interviewed a female sex worker who recently received a master’s degree in pharmaceutical sciences. Despite her prestigious degree, she was selling her body for money to make a living. Upon reflection, I was able to see that I am very fortunate to live in a country where my college degree will be regarded...and I will not have to sell my body to make ends meet. Visiting a Thai women's prison gave good insight into reentry process. Not only did they offer fantastic massages, it was also a great way to support the female inmates participating in the prison’s job-training rehabilitation program

Yes. One example was when our class took a trip to our local market. Our teacher taught us how to interact with the locals in that particular setting. It allowed us to reflect on major differences between the host country and the United States on such an unexpected level - like grocery shopping.

yes, my intercultural communications class made me aware of cultural differences and we took time out of every class period to talk about new incongruences we’d noticed. Also my art history class brought us out side of the classroom every week to look at different museums and buildings.

Field trips to things around Stockholm - going to the museums, which represented Swedish culture and history

Yes, the assignments given allowed us to go into the community and interact with locals. One of our assignments was almost a day out of the classroom in which we could go wherever we wanted and interview local people about the topic of urban gardening.
Yes, we had to write essays using buildings in our city as examples of the topics we learned about.

Yes. In my Spanish class, we had to choose one place from a list of several places in Madrid. We would spend the afternoon there and then write a paper about our experience in Spanish. It gave me ideas of places to go and encouraged me to explore Madrid. It also made my experience at each of the assigned places very unique because I was more fully invested in it and engaged.

Yes--Ryan's "Day in the Life" assignment in Peru pushed me out of my comfort zone and forced me to immerse myself in the day-to-day lifestyle of the people where we were.

A little bit. We had to go in and interview other exchange students for one of our projects. It was a fun way to get to know them and to see their outlook on the experience.

For my program, we were required to take a British Culture program. Each week a different aspect of British culture was discussed (royalty, health care, sports, etc.), guest speakers came, and our assessment was a project on a subject that interested us. Having this program really informed me on aspects of the culture I might not have learned about simply living in the country. Similarly educational programs were offered, such as a Museums and Galleries program I took, and things like Travel Writing, and the like.

I felt like the classes I took were very informational and helpful to adapt to the way of life in Seville, Spain. I loved all of my professors and really enjoyed getting to know them.

I did an internship, which I think was a great way to learn about the local culture simply by being part of it. I'm naturally very curious and got involved in local culture on my own rather than through assignments.

Yes, but I felt like we didn't have a chance to assimilate into the culture. We primarily only had classes with other Cal Poly students, and it felt like we only interacted with the community in terms of our host family.

I had to write a reflection at the end of the semester on my experience in the community and how I thought of my experience and the people I met.

I can only think of two examples in which we were asked to go out and practice our German with locals by asking for
directions. Otherwise no.

1 The assignments I received were tied up in the class subject. I had to learn about different local cultures just as the locals did in a sociology class. It helped, but it was more subversive than tailored towards being away.

1 I took a British life and culture program, which really helped me feel a part of the English society. It helped me to be aware of the way things are in England.

1 Yes, we taught about the history of the country we stayed in and explored museums and different cities and areas while we were there. Also getting out and filming in London for the film class I took was a great way to look at the city around you in a different way.

1 Some yes. A tapas cooking class gave us the taste of the Spanish cuisine. There was also a mandatory assignment to meet up with local Spanish students and talk with them.

1 Not really. Architecture allowed me to know more about the buildings around me and I learned more Spanish and culture from my Spanish class.

1 Yes, several assignments we wrote about community service we performed which helped with reflecting on the power and pros and cons of doing community service in rural areas.

1 Yes, our big assignment was to tie in topics we learned about globalization with experience we were having in the country.

1 Yes! My Italian Conversation class was centered on getting us out of our comfort zones. We did a scavenger hunt around downtown where we had to speak with and interact with locals. We also did a project on the various "neighborhoods" of Torino where we really got to know that neighborhood - its inhabitants, history, local culture, etc... We were often asked to discuss how we feel about our time in Torino and abroad and how we've changed. Simona Lai from the USAC Torino program was the best instructor!

1 Yes. One of my professors encouraged us to arrive everywhere late and sit down and drink a beer just to enjoy the pleasures of life.

1 Yes because we barely spent any time in the classroom and instead were outside actually experiencing the culture.
The assignments were not particularly culturally focused, they felt generally like typical engineering class.

Yes, our Spanish class via the university taught us about Spain cultural norms. Our Cal Poly program taught us about different histories within Spain, which was also beneficial when on class excursions.

Yes, we had classes in Lithuania with local students from the college and spent a lot of time with them and experiencing their culture.

My assignments were like typical school assignments. Read this, answers these questions, turn it in. In no way did they encourage reflection.

Yes, they took me all over the city to look at the different architecture and historical areas that defined Barcelona, and how they added to the culture and understanding of a Catalan identity.
8. Would you have liked more opportunity to reflect on your experience? (i.e.: writing papers on how you feel like you have changed from the start of your study abroad program at the end or interviewing locals/writing assignments on local activities)

<table>
<thead>
<tr>
<th>Count</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Absolutely not.</td>
</tr>
<tr>
<td>1</td>
<td>Definitely not.</td>
</tr>
<tr>
<td>1</td>
<td>Eh not necessarily but it may be a good idea</td>
</tr>
<tr>
<td>1</td>
<td>Eww, no. I don't like writing. That would have made my experience feel way too pressured.</td>
</tr>
<tr>
<td>1</td>
<td>I created my own opportunity through personal journaling.</td>
</tr>
<tr>
<td>1</td>
<td>I don't wish I had to do that, but I wouldn't have minded if I did.</td>
</tr>
<tr>
<td>1</td>
<td>I feel this would be beneficial</td>
</tr>
<tr>
<td>1</td>
<td>I felt like I spent too much time writing papers</td>
</tr>
<tr>
<td>1</td>
<td>I felt like this aspect was well done by my teacher.</td>
</tr>
<tr>
<td>1</td>
<td>I would not have been interested in such activities</td>
</tr>
<tr>
<td>1</td>
<td>Maybe about locals</td>
</tr>
<tr>
<td>1</td>
<td>Maybe. I would like to be able to effectively summarize how it influenced me and my career ideas!</td>
</tr>
<tr>
<td>8</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>No I don't think that we really had the time to do that although it would be interesting</td>
</tr>
<tr>
<td>1</td>
<td>No I don't think that would be any help to me</td>
</tr>
<tr>
<td>1</td>
<td>No way. Less writing the better</td>
</tr>
</tbody>
</table>
No, I like to do those kind of things on my own. I kept a personal journal.

No, I think I reflected enough on my own

No, that's ok

No.

No.

No. I chose to journal the whole experience but I do not think people to be forced to do this.

No. I liked realizing these things on my own after returning

Not necessarily

Not particularly

Not particularly.

Sure! I got plenty of opportunity but would have welcomed more.

YES -- that would have made for an interesting final project.

Yeah.

Yes!

Yes, more on local activities, opportunities to meet in the neighborhood and in the city.

No

nothing forced an optional structured reflection maybe

ya that would be cool

Yes

yes.

Yes. Looking back, I wish I had documented more to cherish my experiences and also assimilate in the culture.

Yes!! Or been FORCED to keep a journal because I tried to on my own but it was hard to keep that on my mind and I wished I had a notebook to flip through at the end of it all to see how I had changed.

I feel like the resources I had in the study abroad office on the University of Brighton were wonderful in helping me get the
reflection and exposure I needed. Informing me of the aforementioned classes, planning field trips and tours of nearby areas, and informing us of local activities (ie- Bonfire Night on Nov 1st in the city of Lewes), helped me feel connected.

1

No, I kept a journal and did solo traveling. And I actually did interview locals for a Mustang News column I wrote.

1

I think that would have been an interesting experience, but it boils down to more work during the quarter or semester. Depending on the program work you already have it may be a sort of forced exercise. I wrote about my experience, but that comes from the fact that I journal, I think. I will remember the people and customs from being welcomed and integrated into community while away.

1

No. But it may be different for me since I did not have the best of experiences. Interviewing locals might have been interesting if they were interested in being interviewed.

1

I felt like I reflected enough on my experience on my own, though considering how much I tend to enjoy talking about it after, writing some papers probably would have been a good idea to get some of it out of my system!

1

No. This is far too academic. Studying abroad is about experiencing things for yourself outside of the classroom. Don't plague students with work, the experience is far more about self-discovery.

1

Yes, writing a reflection paper would have been a great final assignment, especially for my Intercultural Communications class.

1

I think that at the time I would have not been completely pumped about the idea of writing a paper but it could have helped me in the long run

1

I wouldn't mind as long as it is optional and does not take up time from my major programwork in home university.

1

It would have been cool to do an assignment about the kind of person you are at the beginning and do the same assignment at the end and compare them

1

Yes. I kept a diary of my interactions with people, places and events. I would write down the conversations I had with the locals and fellow passengers, but I don't think you're fully able to process the entire experience while it is happening
because there are so many other things going on around you.

1 No I would have hated writing more papers because then I felt stuck inside writing and doing hw instead if spending what little time I had outside experiencing the culture

1 Not as an obligation upon returning to SLO unless there was an incentive would it be successful or if it was asked of from a class at the end of the term while being abroad.

1 No, I think having assignments for personal reflection take away the personal aspect of a study abroad experience. If one wants to learn about themselves and widen their cultural understanding then they should be able to reflect on their own. Making a "reflection" an assignment takes away from the actual value of it and puts a grade on something that should not be graded or necessarily written down if it's personal.

1 My professor from the CPGP Thailand program required a reflective essay as graded item. It was due at the end of the program. It was a nice way to reminisce about how I had changed during the program and what I had learned. But not all people process information and experiences like that...some prefer to discuss their reflection while others choose to process internally. To accommodate this, perhaps instead of a writing assignment, there can be a list of questions to ponder for a guided internal reflection. Long plane rides home would be a perfect time for that.

1 I would not have been interested in intentional reflective practices. I blogged in the beginning, but after a while I wasn't thinking about what was different or out of my comfort zone--- I was just enjoying where and how I lived.

1 Informal get togethers with the people on the trip (b/c we were all Cal Poly students) would have been cool, but that is also something that we could have organized ourselves.

1 No, I think everybody feels their transformation differently and when that is turned into an assignment it becomes a chore and somehow less genuine. However, I think assignments interviewing locals would be a good idea throughout the program, just to get students to branch out of their American bubbles.

1 I think there was sufficient reflection opportunity as there was a lot of instances where we were thrust into the culture
and had to speak with locals to get by.

1. I did a lot of personal reflections on my experiences. I’m not sure that I would have enjoyed my reflections as much of they were forced. That being said it may have been nice to have a little guidance in my reflecting process.

1. At the end of the trip I was really ready to go home and I don’t think I could reflect very deeply on the experience until months later.

1. I would have welcomed more opportunity to reflect on my experience, especially since I studied abroad fall quarter and things were busy with the Christmas season when I returned.

1. I wish more of my assignments had been focused on it, but I would not have wanted additional assignments.

1. No. Might be our fault but the other Americans I studied with and myself did not make any Spanish friends that we keep in touch with. Will backpacking and traveling prior to study abroad I was able to make many friends from different countries I still keep in touch with. Meet people from other countries at my Spanish school, but really not as Spanish people which I thought was strange. Wish there was a better program through CEA to interact with Spanish students and make friends. I know in some programs they have a buddy who is actually from that city.

1. I would have liked more opportunity to reflect. I feel it would be a great exercise to truly understand and articulate the impact my time abroad had on my life as a student and an individual.

1. I did this on my own but I think the idea of telling people the benefit of writing a blog or journal during their experience abroad would be beneficial. Making it an assignment wouldn’t be a good idea though because some people don’t need/want that kind of outlet to reflect.

1. No, I think the best thing I did was stay with a host family. I was fully immersed for 4 months and they acted like I was their own child. There is no writing assignment that could compare to that.

1. No, the suggested ideas were already incorporated into my program. So I felt I had enough space to reflect.

1. Yes, the experience went by so fast and it would have been nice to have written myself a letter at the beginning and end
in order to see how much I had changed.

1 It would have been nice to have done a weekly reflection on my study abroad experience. This could include emotional difficulties, experiences, and new things learned while abroad.

1 No, traveling and learning about the history was enough. I created my own opportunities for exposure.

1 Maybe, that way I could be prepared for when people ask me what I learned while studying abroad or how did it help me grow as a person/ help me in future jobs.

1 I personally kept a journal and was able to do that on my own. I would not like it to be a requirement or assignment. But maybe emphasizing how rewarding a blog or journal could be.
9. Upon return from studying abroad, what information do you think would be helpful to know logistically?

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<thead>
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<tbody>
<tr>
<td>Financial Aid</td>
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<tr>
<td>Course Approvals</td>
<td>67.4%</td>
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<tr>
<td>Transcripts</td>
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</tr>
<tr>
<td>Other</td>
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<td>5</td>
</tr>
<tr>
<td>Housing</td>
<td>43.2%</td>
<td>41</td>
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<tr>
<td>Total</td>
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<td>95</td>
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**Responses "Other"**

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</tr>
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<tbody>
<tr>
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<td>107</td>
</tr>
<tr>
<td>How to use my experiences on my resume and in job interviews</td>
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</tr>
<tr>
<td>Opportunity to connect with other study abroad alumni</td>
<td>1</td>
</tr>
<tr>
<td>health insurance</td>
<td>1</td>
</tr>
<tr>
<td>when the course will appear on my portal</td>
<td>1</td>
</tr>
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</table>
How to remain in touch/friends with those you met abroad who go to your school back in America. I never see anyone besides one girl who was my roommate in Spain, and even then, rarely.
10. What resources or programming would you like to see Cal Poly to develop to support returning study abroad students? (Check all that apply)

<table>
<thead>
<tr>
<th>Value</th>
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<tbody>
<tr>
<td>Career Workshops</td>
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<tr>
<td>Resume Workshops</td>
<td>44.9%</td>
<td>48</td>
</tr>
<tr>
<td>Social Gatherings with other study abroad students</td>
<td>46.7%</td>
<td>50</td>
</tr>
<tr>
<td>Country focused discussion groups</td>
<td>32.7%</td>
<td>35</td>
</tr>
<tr>
<td>Social Gatherings with international students</td>
<td>63.6%</td>
<td>68</td>
</tr>
<tr>
<td>Panels of young professionals who have studied abroad</td>
<td>35.5%</td>
<td>38</td>
</tr>
<tr>
<td>Mentor programs for study abroad applicants</td>
<td>44.9%</td>
<td>48</td>
</tr>
<tr>
<td>Language partner programs</td>
<td>49.5%</td>
<td>53</td>
</tr>
<tr>
<td>Other</td>
<td>9.4%</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>107</td>
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</tbody>
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### Statistics

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<tr>
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### Responses "Other"

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<th>Count</th>
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</tr>
<tr>
<td>1 on 1 arrival meeting</td>
<td>1</td>
</tr>
<tr>
<td>ANYTHING to make approval or disapproval of courses more clear</td>
<td>1</td>
</tr>
<tr>
<td>Make IES Abroad an affiliated program!</td>
<td>1</td>
</tr>
<tr>
<td>More info about how classes transfer.</td>
<td>1</td>
</tr>
<tr>
<td>Reverse culture shock support</td>
<td>1</td>
</tr>
<tr>
<td>Support groups for people going through study abroad withdrawal and reverse culture shock</td>
<td>1</td>
</tr>
<tr>
<td>all of the above but particularly language course</td>
<td>1</td>
</tr>
<tr>
<td>transfer solidification gatherings</td>
<td>1</td>
</tr>
<tr>
<td>How to turn your work/study abroad into a valuable talking point during job interviews! That's the #1 thing they ask me about</td>
<td>1</td>
</tr>
<tr>
<td>The mentor program is a great idea to affiliate students leaving for abroad with students who have just come back.</td>
<td>1</td>
</tr>
</tbody>
</table>
11. What do you think would be useful to help you process your study abroad experience to understand what skills you gained/how you may have grown?

<table>
<thead>
<tr>
<th>Count</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.</td>
</tr>
<tr>
<td>1</td>
<td>A information session/discussion. maybe a club?</td>
</tr>
<tr>
<td>1</td>
<td>A post study abroad course that gave reflective assignments, etc</td>
</tr>
<tr>
<td>1</td>
<td>A post-abroad meeting of some sort</td>
</tr>
<tr>
<td>1</td>
<td>A resume building session would be nice.</td>
</tr>
<tr>
<td>1</td>
<td>A workshop or group discussion with other similar students who studied abroad.</td>
</tr>
<tr>
<td>1</td>
<td>De-briefing with faculty.</td>
</tr>
<tr>
<td>1</td>
<td>Debriefing meeting upon return</td>
</tr>
<tr>
<td>1</td>
<td>Discussion groups, direct application and awareness practices</td>
</tr>
<tr>
<td>1</td>
<td>How studying abroad can be more applicable for a more technical major</td>
</tr>
<tr>
<td>1</td>
<td>How to make that applicable on my resume when job hunting</td>
</tr>
<tr>
<td>1</td>
<td>How to put study abroad on a resume</td>
</tr>
<tr>
<td>1</td>
<td>I don't know</td>
</tr>
<tr>
<td>1</td>
<td>I don't know what, but something...</td>
</tr>
<tr>
<td>1</td>
<td>I don't really need help with this.</td>
</tr>
<tr>
<td>1</td>
<td>I don't think that a Cal Poly mandated thing would be useful.</td>
</tr>
<tr>
<td>1</td>
<td>I don't think this is something the school can teach or help with. I think this is personal</td>
</tr>
<tr>
<td>1</td>
<td>Independence. Knowing I can make it through tough situations</td>
</tr>
<tr>
<td>1</td>
<td>Maybe a class or workshop to discuss how to best utilize</td>
</tr>
</tbody>
</table>
study abroad in interviews/on resume.

1  Maybe a one unit reflective course.
1  Maybe an 'exit interview' sort of thing when you get back
1  Maybe just workshops on how to use your experience to your advantage.
1  Maybe keeping a journal
1  Panel/workshop with other study abroad students
1  Pictures, I guess. Not really sure what the question is asking.
1  Resume workshop to know how to apply my study abroad to my resume.
1  Talk with study abroad alumni who have used their skills in their careers.
1  The conference was great
1  Time and having reunions with those I studied abroad with
1  Workshops about resumes/talking points
1  Workshops and gatherings
1  Writing about it. Which I did on my own. I don't think it should be required though.
1  how to talk about studying abroad in an interview/put it on a resume
1  know how to put that experience on a resume and be able to talk about it in an interview
1  not really
1  to speak with others about where they studied abroad and their experiences.
1  I think something like a resume workshop could help identify what skills/experiences can concretely be applied to life back in the states.
1  Specifically, learning how to market my abroad experience to employers would have been useful. I feel like I had this incredible experience and I've just set it aside. Also, learning how to take my knowledge and help other people. I came back to school and got back into my major course and never
gave the Spanish language a second look -- so sad.

1

I think that's more internal, the school isn't going to help me.
If I want to reflect on my experience and how I changed I will
do it myself or with other study abroad people I know.

1

Maybe some sort of "Re-Entry" Meeting/Gathering, similar to
the Pre-Departure meeting. I feel like the Pre-Departure
meeting really helped to get me even more excited for my
study abroad, and being around students experiencing the
same feelings was comforting. Having a similar meeting
closely after Re-Entry could help with reverse-culture shock
and the like; nobody better understands how hard it is
coming back from study abroad than students just like you.

1

I don't think there is anything to really assess my growth or
help me understand what I learned; I grew a lot out there and
I can see it in my everyday behavior, how I study, how I
communicate, etc. I don't think anything would have brought
that to light sooner, I've just seen it in myself and had others
see it in me too!

1

A survey asking about your new skillsets. Not open-ended
questions because if someone needs help thinking about
what they learned then they probably don't have answers to
open ended questions. But bulleted answers get people to
start thinking. A list of what employers expect to see or
would be impressed seeing from someone who comes back
from being abroad would be helpful. Taking a very broad but
personal/deep/skill-related/diversity- or awareness-related
survey before and after studying abroad to compare.

1

A reintegration workshop to figure out how to use what
we've learned abroad in our every day life here

1

better system for retaining experiences at home campus... ie..
language retention programs, network with international
students and fellow study abroad returnees

1

Personally motivated self-reflection not mandated by any
authority; because then it becomes a chore rather than
genuine reflection.

1

Learning how to use my study abroad experience to give me
an edge over others either on my resume or for grad school.
Just knowing what to do with this wonderful experience

1

More group discussions, question and answers, and time for
group reflection while all still together
A guide structure where I could talk to an instructor about a few of my experiences and they could give some examples of how that might impact my goals or go on a resume. Analyzing my experiment in that frame of reference is a really daunting task.

I think taking time to reflect and comparing my "pre-departure self" to my "post-study abroad self" and articulating major differences I recognize. I also feel like comparing stories to other students have been abroad would be a good exercise to process my experience.

Learning more ways to make my study abroad experience a marketable aspect on my resume/in interviews.

Actually have a strong language program at Cal Poly; I feel my high school had more available languages.

A list of resume-worthy skills which you can check off before studying abroad and then after studying abroad. It would be neat to see what changes.

I think a one-on-one or group debriefing session would help you discover ways that you grew. Outsiders can speak into that stuff more than you can sometimes. Different perspectives help, and to discover how the experience helped professionally would be useful, too.

What helped me was returning to an environment where there are people who did NOT study abroad. Only then did I realize how my experience made the world seem so much bigger, when everything else just stayed the same here.

Not sure I really understand this question?? Maybe a document or resource sheet about how working abroad makes you stand out in the job market & how you can talk about it.

Not sure. Perhaps meeting with professors/professionals who have international experience to give advice on leveraging the abroad experience.

the resume work shops because they force you to think about your growth and how to make it sound "good enough" to put on paper or say in an interview.

I think that the best way to understand how I grew is to talk to people in my program that went through the same experience that I did. If IES Abroad was an affiliated program, I would potentially know people at Cal Poly when I
got back that I could talk with.

I think the hardest thing coming back is applying it back to my major. I am an engineer so my study abroad experience logistically did nothing for me, but I grew so much while abroad.

I think it would be very helpful to have a workshop for how to represent my study abroad experience on my resume.

I think bringing together all the students that went on the same program to talk about what they gained from the experience and talking about it together would be useful.

A workshop to help students develop ways of expressing the skills learned and challenges faced while abroad.

This survey helps. Telling other students about it would as well. Sharing stories with others in general - best through casual social gatherings.

-Having a mentor -Seeing how someone in my major used their experience in the future (jobs, programs, senior project, etc.) -How to incorporate that experience into my resume, etc.

The Study Abroad Returnee conference was incredibly helpful! Speaking to successful alumni, learning how to write and speak about my experience has completely changed my CV and interview skills. It was fun, helpful, and I met tons of other study abroad alumni to reminisce with when I was missing Italy!

I felt like I experienced this while I was still abroad and didn't need to process it afterward.

Discuss among other returnees, I'm sure there would be some overlap and others could articulate certain things that we never were able to

A class or workshop after I returned that asked questions to make me reflect on a level I may not have done on my own.

In order to continue with the skills studying abroad gave me, it would be great to connect with international students studying at Cal Poly.

questions with explicit and detailed experience oriented answers so that I may remember them and apply them to interviews and what not down the road.
Discussion is the best way to evaluate emotions and skills that you accumulated. Simply putting together students who have studied abroad, especially in the same country, will inspire them to reminisce and will accentuate the experience they participated in.

A Resume and Career Goals workshop would really help me to understand which skills I have really gained and developed and how to apply this growth to finding a career.

I think that an opportunity for students who studied abroad to share their experiences with other Cal Poly students, faculty, and community members (kind of like a colloquium) would be an awesome opportunity to process the study abroad experience.
12. If you there were an option to take a 4 unit course that included 1 unit before you went abroad (preparation, info sessions, country specific information), 1 unit while you were abroad (reflective assignments and 2 units upon return (career workshops, unpacking your study abroad experience, reflective exercises) would you have taken it?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>42.2%</td>
<td>46</td>
</tr>
<tr>
<td>No</td>
<td>39.5%</td>
<td>43</td>
</tr>
<tr>
<td>Other</td>
<td>18.4%</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>109</td>
</tr>
</tbody>
</table>

Responses "Other" Count

Left Blank 93
Depending on what the program is

Depends on how time consuming it would be

Depends on what it gave credit for.

Depends what the units went towards (GEs, free electives, etc)

I think there should be less emphasis on the return.. maybe 1 unit before 2 during and 1 after?

I would prefer all 1 or 2 unit programs, but it sounds like a good idea.

Maybe

Maybe. I’d rather have it be optional or not sound like so much work.

No, because my schedule is already too busy with major and support programs

Not unless it was toward my degree or minor

Yes if it counted as a GE, otherwise no

Yes, but I’m out of state so I would want to take it for 0 units.

Yes, especially if it could fit in to my German minor in some way.

Yes, if it counted for more than elective units.

if i could have fit in with my busy engineering schedule

only if it substituted for a required program

it depends the work load and how the program would transfer on my degree progress. I might not have time once I return to cal poly for this extra program.

Yes, but in order to encourage students to take it, it would need to be required or count as credit towards a GE

Yes, if it could count towards my standing GE requirements. I already have too many classes as an engineer.
13. Are there any other departments on campus that you wish the Study Abroad Office worked together with to develop more programming to support study abroad students? (click all that apply)

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural Center</td>
<td>33.3%</td>
<td>29</td>
</tr>
<tr>
<td>Gender Equity Center</td>
<td>13.8%</td>
<td>12</td>
</tr>
<tr>
<td>Pride Center</td>
<td>11.5%</td>
<td>10</td>
</tr>
<tr>
<td>Center for Community Engagement</td>
<td>20.7%</td>
<td>18</td>
</tr>
<tr>
<td>Mustang Success Center</td>
<td>18.4%</td>
<td>16</td>
</tr>
<tr>
<td>Career Services</td>
<td>56.3%</td>
<td>49</td>
</tr>
<tr>
<td>College Advising Centers</td>
<td>52.9%</td>
<td>46</td>
</tr>
<tr>
<td>Housing</td>
<td>21.8%</td>
<td>19</td>
</tr>
<tr>
<td>Other</td>
<td>10.3%</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>87</td>
</tr>
<tr>
<td>Responses &quot;Other&quot;</td>
<td>Count</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Left Blank</td>
<td>103</td>
<td></td>
</tr>
<tr>
<td>College of Science and Math</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Communication between AIA and financial aid was pretty poor</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Financial Office</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Greek Life!!!!</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>RPTA programs in more countries</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Registrar/ records office</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Registration</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The Registrar</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The Music Department! There are no performance related study abroad programs affiliated with Cal Poly. Add IES!</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
14. Please list any additional programming ideas that you would like to see to support study abroad students or help them get the most of their study abroad experience

<table>
<thead>
<tr>
<th>Count</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>1</td>
<td>Goal setting Cultural awareness - pre-departure</td>
</tr>
<tr>
<td>1</td>
<td>Have them housed with other foreign students from various countries, especially the host country.</td>
</tr>
<tr>
<td>1</td>
<td>How to get classes approved</td>
</tr>
<tr>
<td>1</td>
<td>More financial aid opportunities</td>
</tr>
<tr>
<td>1</td>
<td>Much more visa support if the student has to do that on their own.</td>
</tr>
<tr>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>Personal time with the professors who are going on the trip before you go abroad.</td>
</tr>
<tr>
<td>1</td>
<td>Program reunions, debriefing session upon returning to campus, mentor to help with readjustment</td>
</tr>
<tr>
<td>1</td>
<td>The returnee conference was all the help I needed!</td>
</tr>
<tr>
<td>1</td>
<td>more info on housing</td>
</tr>
<tr>
<td>1</td>
<td>more information/time for travel for fun while in the country</td>
</tr>
<tr>
<td>1</td>
<td>returnee social/reunion</td>
</tr>
<tr>
<td>1</td>
<td>start a cal poly study abroad alumni society</td>
</tr>
<tr>
<td>1</td>
<td>to be able to speak with any one who already did the program that I did (USAC Ghana)</td>
</tr>
<tr>
<td>1</td>
<td>I think that a class is an excellent additional programming idea. Getting more study abroad alumni connected to prospective study abroad students would also be a great way to support interested students, while making study abroad alumni a helpful resource that initiates their further</td>
</tr>
</tbody>
</table>
Don’t focus as much on the programming. PLEASE work on getting the credits through when you receive them. It took my credits 9 months to be processed. I called every week to remind you to do it and it set me back a quarter because I took pre-requisites abroad. I loved studying abroad but coming home completely ruined the experience for me.

Place students in school with other locals. My program was with students from other countries; however, it was rare to see another Spaniard. Find ways to share experiences with the locals, because it is hard to do on your own. Intercambio was a great idea.

A more structured meeting with students who have studied in the same location previously would be helpful.

It took over a year for my study abroad transcripts to be processed. This was an issue because it caused a hold on my account at Poly.

I’d really like the language partner program to be expanded. I have been waiting to be assigned to a partner for two quarters. Even teaching two different languages to other students would be great. For instance, I am visiting Japan and don’t speak Japanese, but I speak some Spanish and went to Spain last summer. Maybe there is another student who would like to learn Spanish informally and learn about Spain, and it would be a bonus if that student could also help me with Japanese or has been to Japan. The program does not need to be limited to English-other language pairings. This is a great opportunity for students who want to practice other languages but don’t have time to take classes.

Lists of cultural festivals, concerts, activities, events, sports teams, etc for specific countries/cities abroad

Encouraging them just to try! I received scholarships to make my experience happen, but people so often just write it off due to the big ticket number. However possible, just stressing that getting there IS possible.

Students are extremely prepared to go abroad, but don’t seem too prepared about what it will be like when they return. "Reverse culture shock" seems to be the most common issue.

I was extremely frustrated and disappointed with the time it
took for classes to be approved and inputted into my DPR. This really needs to change, it is very frustrating as a student trying to figure out when you’re going to graduate.

I really like the idea of setting goals prior to studying abroad, then reflecting on if/how you fulfilled those goals during and after you return.

I think practice on how to make good journal entries or manage your thoughts would be nice. People talk about different ways to catalog their experiences, but having done this and establishing it as a habit BEFORE studying abroad would have been a nice way to document my experiences DURING my time abroad.

That class with one unit before seemed awesome and maybe if it was one unit before and 3 while abroad just to lighten the load a bit would be awesome. Even like a history class that was part abroad and part back at school.

I think it would be great if there were more options for what classes abroad especially since we learn about other countries and their wine, classes should be applicable to the major

Please have social gatherings with international students! I love meeting people from other countries.

Make more sessions / classes mandatory to go to - even though students may not want to attend them now, they'll be grateful they did once they're abroad.

More help! There are extremely limited resources and people to help on hand. My whole experience prior to my departure as well as to this day (waiting for my "pending" transcripts) is incredibly stressful and frustrating. To know how other schools operate efficiently in comparison make me extremely disappointed in Cal Poly’s Study Abroad office and reaffirm my gratefulness in studying abroad with a non-affiliated program. I have wasted so much money that could have been alleviated from me by an entity that grants scholarships to study abroad students. There should be much more scholarships that Cal Poly directly connects to their students to make going abroad more feasible for them.

tell the engineerds that they do have time to go abroad. encourage students involved in greek life to study abroad.

See above. I think the problem is that people don’t realize
how amazing studying abroad is until they do it. If there is a way to better communicate this, that would be ideal. Reaching freshmen students sooner and harder might be helpful.

1

I took an 8-session Saturday class through the extended education department. It wasn't very formal, more like a crash program in language and getting around the country. It was helpful to know the basic phrases and norms before I went and that helped me figure the rest out once I got there.

1

It is difficult to prepare fully for the study abroad experience and it is best to just go into it and Learn by Doing

1

Having more resources about how to make going abroad again (or in different ways, possibly post-graduation) more possible.

1

More help with transferring classes after studying abroad. No one helped me or gave me any information! It was very difficult finding out the info and nobody seemed to want to help me. It was very frustrating.

1

I think that the experience fades with time- having ways for the students to get together and learn the language together or meet with international students at calpoly could be helpful
15. What would motivate you to take a 4 unit study abroad course offered through Cal Poly?

<table>
<thead>
<tr>
<th>Count</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A discount on the program fee (Cal Poly led programs)</td>
</tr>
<tr>
<td>1</td>
<td>Affordable. Rely on Financial Aid.</td>
</tr>
<tr>
<td>1</td>
<td>Being able to organize and articulate what I learned while studying abroad</td>
</tr>
<tr>
<td>1</td>
<td>Better financial aid over summer</td>
</tr>
<tr>
<td>1</td>
<td>Credit/No Credit, it being mandatory</td>
</tr>
<tr>
<td>1</td>
<td>Ensuring it would be a GPA boost, honestly</td>
</tr>
<tr>
<td>1</td>
<td>Fulfillment of USCP</td>
</tr>
<tr>
<td>1</td>
<td>Good location, useful info, not too much of a program load</td>
</tr>
<tr>
<td>1</td>
<td>Having it count as a GE area C or D.</td>
</tr>
<tr>
<td>1</td>
<td>I guess I don't really understand this question...</td>
</tr>
<tr>
<td>1</td>
<td>I went through Cal Poly so I already was taking programs that were offered through Cal Poly.</td>
</tr>
<tr>
<td>1</td>
<td>If cultural, having it count as pluralism req.?</td>
</tr>
<tr>
<td>1</td>
<td>If it counted for a GE that I needed</td>
</tr>
<tr>
<td>1</td>
<td>If it covered a GE</td>
</tr>
<tr>
<td>1</td>
<td>If it fulfilled a GE requirement.</td>
</tr>
<tr>
<td>1</td>
<td>If it fulfilled more than just elective credit I'd be more inclined to participate.</td>
</tr>
<tr>
<td>1</td>
<td>If it fulfilled the USCP requirement that some GE D3 fulfill.</td>
</tr>
<tr>
<td>1</td>
<td>If it took the place of a GE</td>
</tr>
<tr>
<td>1</td>
<td>If it was 2 units instead.</td>
</tr>
<tr>
<td>1</td>
<td>If it was free and offered local trips that mirror or introduce what I was going to get into</td>
</tr>
</tbody>
</table>
If it went toward my degree, possibly as an upper division Communication Studies elective.

If it were free I’d be pretty motivated

If it were pass/fail

If the program could lead to degree progress (counts as a GE, minor program, etc.)

If the program helped me progress toward my degree

More knowledge - you can never have enough before going abroad!

Not much. Too much writing involved.

Nothing, I don’t think there is much that I would gain out of it.

Personal motivation - wanting to get the most out of my study abroad experience.

Requirements

The ability to go abroad is enough

Understanding personal growth

how tough the curriculum is

if it applied to the engineering departments (we don’t receive any electives)

if it counts towards a required program for my degree

nothing would because my program offered so much reflection and support already

Nothing because it would feel pointless whereas I would rather have that information available for me to use on my own time if I desired.

If I knew it wouldn’t take up too much time and would actually benefit me while abroad and when I came back. If it didn’t affect my GPA and was an easy A

An enticing program that encouraged more people to study abroad and gain the most out of their experience culturally and socially (not just academically; that’s what the rest of Cal Poly is for)

If it were required to go abroad that would have done it. With a full program load I wasn’t looking to add any extra. Going
away actually allowed me to grab more units coming back home from the semester to quarter conversion.

1 Nothing. I have no room in my schedule, and Google and study abroad returnees can answer any questions I may have.

1 That it will financially and logistically be feasible and that it will be worth my time and money.

1 It would help a lot if it counted for a GE; I know a lot of people are conscious of getting behind in units.

1 If there were multiple sections offered. I would love to have taken such a class, however, if there were only one section of it, that could be hard to work into a regular academic schedule without getting off track.

1 More variety of offerings, longer than a quarter experience, more bang for your buck, and a more efficiently run program.

1 I wouldn't want to. I feel that I was able to get the most out of my experience by taking all of my programs abroad.

1 Now that I have studied abroad, I definitely see the importance of a program like this. However, beforehand, I might not have enrolled in one if it wasn't mandatory or if it did not count as a GE. Make it count as a GE (C5?)

1 Student's telling me they wish they took it. Incentives -- like networking opportunities with the people I'll be studying abroad with. Personal workshops with study abroad alums to work with us on learning how to manage our money, how to fill out our visa, etc.

1 I think that a 4 unit program dedicated to study abroad would really connect dots that seem to get lost in translation. There are a lot of flying parts when it comes to study abroad, and a program such as this one would help put the pieces together in a constructive manner.

1 If it seemed like something that would be a positive experience without impacting my already strained workload If it fulfilled a GE credit If someone I knew had taken it and suggested the program

1 If it furthered my degree progress report. Otherwise, I feel it is a waste of time and I believe others will feel the same way. Not a big fan of the 4 unit program at Cal Poly idea. Don't make the program too academic, it is about being in another
country, not in another classroom.

1 I think it should be required before studying abroad and possibly be offered as some sort of GE so that students will feel more compelled to take the class and to Study Abroad.

1 Knowing that others who would be in my program were taking it. Knowing that it would not be a burden and distract from my other programwork.

1 Lots of information, but very little work; my schedule is very full already and a four unit class could be a lot if it had the work of most 4 unit classes!

1 If it could apply to my degree in some way - I’m an engineer, we don’t have any free elective units so there is little motivation to take extra classes that will not help me progress towards graduation.

1 nothing, I wouldn’t need the units and I could get as much out of the experience on my own or by utilizing other resources. I wouldn’t want to have to take another class just because I studied abroad.

1 Knowing far in advance what it would count towards (GE, elective, etc) so that I could plan my schedule

1 If it were required as a class to study abroad and if it counted for some type of credit. For example, the GE C elective area!

1 If it wasn’t difficult, but just for general knowledge. I wouldn’t be getting credit for it except elective so it would be a waste of time and effort if I had to use time I could be studying for my concentration classes to study for this class. I think it would be good if there was an attendance requirement and maybe group projects but that’s it. Should be fun!

1 Honestly nothing. That would have steered me away from studying abroad. I have enough units and activities on my plate. I did all of my own research and applications. Besides turning in paperwork and money I had no contact with cal poly in the process.

1 Depends what credit it would count as on my transcript, and also how interesting and relevant it would be to enjoying my study abroad experience

1 If it was focused on learning the basics of the language and daily life of the country. I think the rest just happens when
you're over there.

I think the best motivation would be making it applicable to graduating and allowing study abroad to cover a GED requirement. People don't only learn about another culture while abroad, but are immersed in it.

I think that it is a great idea, but that students would not take it unless it was required. I think that it should be required to take if you plan on going abroad so that you can prepare yourself adequately.

I think making it a 1 unit pre-program, 2 units abroad, and 1 unit post program would be better. There would be more motivation as the majority of the units would actually come from the abroad experience.

cookies. an "easy" A. Knowing that I would come away from it with skills to market myself as a cultured gal

getting to meet and see the other students before and have people to talk to about the once in a lifetime experience again and reflect on the information and things learned while abroad

I would not take this program. I wanted my study abroad experience to be about travel and my experience there. Being out of state makes taking extra units very expensive so I feel as though this program would be a waste of my time and money.

If it was not mandatory to attend every class. This would put my quarter up to 20 units which would be stressful.

So that I would have been able to immerse myself more into the culture and not been as focused on less important aspects of studying abroad

If I was sure that I was going abroad (already accepted) and there was some way that it could count toward my degree. Both studying abroad and being an engineer makes it difficult to graduate in 4 years.

Not much. I don't want to pay extra for it. Please make it a series of workshops, and not a class.

If it were fewer units. As an out of state student paying by the unit, an unnecessary 4 unit class is not something I'm interested in.
First and foremost, the country choice offered is a country I’d like to go to. Second, it would be great if the 4 units count towards my degree progress.

At Cal Poly? Before/after return? Don't baby the students. They nened to seek out info for themselves.
16. Do you feel like Cal Poly is preparing you to enter a global workforce? How so, if yes? If not, what else do you think would be useful to have?

<table>
<thead>
<tr>
<th>Count</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Absolutely. For example, the BUS 304 class trip to Shanghai and the IEP program that I did,</td>
</tr>
<tr>
<td>1</td>
<td>I feel prepared for the global workforce thanks to Cal Poly</td>
</tr>
<tr>
<td>1</td>
<td>More easy pre-planned ways to study abroad</td>
</tr>
<tr>
<td>1</td>
<td>More emphasis on language</td>
</tr>
<tr>
<td>1</td>
<td>More incentives to take language programs</td>
</tr>
<tr>
<td>1</td>
<td>More program offerings to more countries/universities.</td>
</tr>
<tr>
<td>1</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>No. I think more language skills are necessary to work globally</td>
</tr>
<tr>
<td>1</td>
<td>No. Speakers from different countries.</td>
</tr>
<tr>
<td>1</td>
<td>Not sure - the conference helped with this, but studying abroad isn't too prominent on campus.</td>
</tr>
<tr>
<td>1</td>
<td>Yes :)</td>
</tr>
<tr>
<td>1</td>
<td>Yes but it is very difficult to explain why study abroad helps you be prepared for the real world</td>
</tr>
<tr>
<td>1</td>
<td>Yes by encouraging us to study abroad and incorporating a global component in classes</td>
</tr>
<tr>
<td>1</td>
<td>Yes if you have studied abroad but maybe whole abroad take some international business classes</td>
</tr>
<tr>
<td>1</td>
<td>Yes, I just want to know how to write out what I learned and what skills I gained.</td>
</tr>
<tr>
<td>1</td>
<td>Yes, but Only if you studied abroad. Otherwise, not at all</td>
</tr>
<tr>
<td>1</td>
<td>Yes, learn by doing!</td>
</tr>
<tr>
<td>1</td>
<td>Yes.</td>
</tr>
</tbody>
</table>
Yes. Programwork helps

Yes. The more Learn By Doing, the better!

Yes. This program helped me understand different cultures and how they operate.

I am part of the college of business and I feel prepared to enter the accounting world and possibly the global accounting world. I think study abroad is about opening your eyes to new cultures and ways of life and appreciating that it's different from my own. I don't think study abroad is about school or learning much about industry and the global workforce.

I think on campus our "learn by doing" way of teaching is providing me with strong and applicable skills. However, none of these teachings are in a global, international way. Cal Poly is very national focused and I have no idea where to start to work internationally or promote globalization. This is a huge weakness of Cal Poly's.

Yes definitely. The expectation that Cal Poly has of its students enables us to be competitive on a global level. Also since Cal Poly is accommodating to students who study abroad, students can go abroad for a quarter and still graduate on time. By having that experience, students develop a greater understanding of other cultures and learn how people live outside of the US.

More support for the college of liberal arts to showcase available jobs in their different majors. Being a psychology student does not mean I can only be a teacher or a therapist, so it would have been nice to hear more about what else I could actually do with my degree.

I think my experience abroad certainly did. Having a greater opportunity to get involved with encouraging other students to go would help me prolong my experience even further.

more Spanish classes offered, because after I did the initial one in Spain I could not get into any when I came back to SLO

Not particularly. As an engineer I have minimal cultural education and absolutely no time for language programs.

With the study abroad experience that I received while at Cal Poly, I would agree and say that I am ready and prepared to enter a global workforce.
Not particularly. Cal Poly does not seem to be concerned with social justice issues; it is a very passive campus.

Sort of - while abroad I took a class called "Management Across Boarders and Cultures" that was extremely beneficial, and if Cal Poly had students take something along the lines of that before studying abroad, they would be able to function and interact with different cultures more proficiently and confidently.

I don't necessarily think that it has prepared me for a global workforce. Because everything around the world is so different, it is hard to be prepared for all instances and situations globally.

No. Cal Poly did nothing to support me. I asked for help multiple times from the study abroad office and the career center and nobody made themselves available to me and my questions. I was affiliated with Cal Poly while abroad, but I did not feel CONNECTED with them.

I think there should have been professionals we could meet with for internships while abroad or at Cal Poly.

Cal Poly, with regard to most students, is not preparing them to enter a global workforce. However, students who opt to study abroad do seem to be better prepared for entry into a global workforce. Cal Poly is doing a good job of making studying abroad an option for many students. Despite this, there is less available to people within their regular program work, which addresses what a global workforce really looks like and how your future career may fit into it.

No, I feel as though more could be done to push for understanding of global differences and relationships. I also felt as an engineer that I was discouraged from going abroad since it could postpone graduation.

I think they have programs to help with this, but my experience did not necessarily prepare me for global life other any more than it prepared me for socializing with people in general.

Somewhat, I think it depends entirely on the classes you choose to take at Cal Poly. Those that take language classes or international business would probably say yes. I think Cal Poly needs to offer more classes with more spots in them so students can take what they want.
I do not feel that Cal Poly is preparing me to enter the global workforce. I feel that there has been minimal effort focused on any international students, jobs, or programs while I have been here.

I feel like my study abroad experience has helped prepare me; my exposure to another culture and the skills I learned will prove extremely valuable. However, I feel if I hadn't had studied abroad, Cal Poly in general has not made me aware of services or ways for me to be connected to global experiences.

Skill-wise, yes. Not with societal communication though. The lack of diversity on the campus is suffocating especially if we don't even realize it. There are a very select few college cultures that exist and are tolerant to others.

No, this school lacks diversity and often teaches from a U.S.-only or white middle-class culture perspective. This is an issue with admissions and faculty hiring/training.

Yes! Cal Poly made it possible for me to go abroad, but I am very anxious about whether classes I took abroad will count for credit, so it would be nice to have more support in regards to that.

Somewhat. I only took one international program as a business major but know that I would be able to work abroad if I wanted to thanks to my cal poly education.

With study abroad experience, yes, because I've seen so much outside of America through the studies. Without study abroad, no, Cal Poly actually seems quite isolated. I would not expect people who stay here for all 4 years to know anything more than the mainstream leftist college liberalism.

Not really, studying abroad was kind of my own initiative and poly did not do anything that really pushed me to go and become more culturally aware...

Not entirely. But this may be my fault in not taking certain classes that would have prepared me for this. But I do think that Cal Poly has helped me with working with people in general, so that may lead towards preparation to enter a global workforce.
I don't know. I don't feel like I am very well prepared to enter any sort of workforce, but I think that's more a problem with me than with Cal Poly.

Pretty much everyone I have interviewed with asks me about working overseas. that's the number 1 question I get so it stands out to them. I think promoting internships in particular is really important.

Yes because I'm interacting with international people. Learning how to better communicate with them.

Studying abroad prepares you for a global workforce but not all students have that opportunity. It would be useful to expand this opportunity to more students but that depends on many factors.

Not necessarily yes or no either way, the campus isn't very diverse and classes in general don't have a global focus.

Yes, through my departmental club, SEAOC. We have a fantastic career fair, speakers who discuss what to expect in the workforce, and career services comes in and speaks some also.

Yeah, more or less. Study abroad options are out there, and it's up to students to take advantage of them.

Yes. Learning by doing is the best way to learn and practice for the real world. I am being exposed to professional field work techniques that are uniformly practiced in my field.

Not really, we could offer more international classes and have foreign languages count for more G.E's.

No. Our school is extremely homogeneous and in desperate need of diversity. I have met one international student during the past 4 years here. We need a Multicultural Center that focuses on expansion, not just providing support for current students.

Yes-- the classes abroad helped me understand global economies and the workshop helped me apply that information to a working environment.

Students should not be isolated from their foreign experience. From what I observed, students only interacted with one another. They tried to make it as un-foreign as possible. They need to be bolder in seeking out the foreign-ness of
their experience.

Yes, I think Cal Poly is preparing me to enter a global workforce, but only because I did take the chance to study abroad. The study abroad office provided a lot of assistance and my experience out there broadened my perspective so I won’t be so narrow-minded and oblivious when discussing other countries. However, this is only because of the study abroad experience. Cal Poly could implement a more global perspective in classes; for example, in my equine exercise physiology class, we are using a British book, so I am learning (inadvertently) a lot about how they do things differently for their performance horses. I’d love to have things like that emphasized in all of my classes - that other countries have different animals, different cultures, and may do things differently. I think that using international textbooks could be helpful (especially as the international books I used in St. Andrews weren't exactly lacking in information about the US!), so long as they are good textbooks.

I think the opportunities that Cal Poly offers for studying abroad are good but particularly in the relationship with Karlsruhe, Germany there is a large disconnect from Cal Poly and I think it would be helpful to have more communication between the schools so that the students can be better prepared for what it looks like to study specifically in Karlsruhe.

yes, it is but only because I chose to study abroad. Cal Poly needs to do a better job at reaching out to students who do not have the opportunity and investing a global mindset in them.

We need more diversity and cultural awareness. Less focus on America specifically and more on global culture and worldly events.

Yes and no. I feel my time at Cal Poly has prepared me to enter a global workforce as far as opening up opportunities to go abroad. However, I feel that Cal Poly could do more to teach on cultural awareness and sensitivity.

Yes. The GE’s required are conducive to becoming a well-rounded and globally conscious individual.
most of my programs at cal poly focus mainly on the US market and business it would useful to know globally things that are occurring in the industry as well

I think the variety Cal Poly has to offer with GE's and study abroad experiences helps prepare students to enter the global workforce. But it can always improve.

Yes, Cal Poly has the resources to do so, but it takes individual effort to prepare yourself, so there's not much more the school can do

Most definitely! I feel like Cal Poly is abundant in resources that help students anticipate entering a global workforce. An example of this is our classes and professors incorporating international examples into the curriculum.

Yes I feel that I get to work hands on and experience a lot of technical things first person that could be highly applicable to future careers and that many people of my age don't get to do.

Yes and No, I think that people that do study abroad programs are prepared and people that do not are not prepared because SLO is isolated enough that people who don't have that experience do not see enough of the world and different cultures to be prepared.
Appendix F
 Responses from staff and faculty

1. What topics do you think are important to cover with students before they study abroad? (Click all that apply)

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Safety</td>
<td>100.0%</td>
<td>13</td>
</tr>
<tr>
<td>Alcohol Awareness</td>
<td>92.3%</td>
<td>12</td>
</tr>
<tr>
<td>Cultural Adjustment/Culture Shock</td>
<td>100.0%</td>
<td>13</td>
</tr>
<tr>
<td>Visas/Passports</td>
<td>100.0%</td>
<td>13</td>
</tr>
<tr>
<td>Communication while abroad</td>
<td>100.0%</td>
<td>13</td>
</tr>
<tr>
<td>Money Matters</td>
<td>92.3%</td>
<td>12</td>
</tr>
<tr>
<td>Hearing from student alumni</td>
<td>76.9%</td>
<td>10</td>
</tr>
<tr>
<td>Gender Awareness while abroad</td>
<td>100.0%</td>
<td>13</td>
</tr>
<tr>
<td>Sexual Health and</td>
<td>61.5%</td>
<td>8</td>
</tr>
<tr>
<td>Sexual Orientation Abroad</td>
<td>53.9%</td>
<td>7</td>
</tr>
<tr>
<td>Diversity Abroad</td>
<td>100.0%</td>
<td>13</td>
</tr>
<tr>
<td>Cultural norms of the study abroad destination</td>
<td>61.5%</td>
<td>8</td>
</tr>
</tbody>
</table>
### History and background of the study abroad destination

- Goal Setting: 100.0% (13 responses)
- Other: 84.6% (11 responses)
- Sexual Health and Sexual Orientation Abroad: 23.1% (3 responses)
- Cultural norms of the study abroad destination: 38.5% (5 responses)

**Total:** 13 responses

### Responses "Other"

<table>
<thead>
<tr>
<th>Count</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>jobs/internships abroad</td>
</tr>
<tr>
<td>1</td>
<td>Academic climate of the host institution. How coursework taken abroad apply to the degree and related questions.</td>
</tr>
<tr>
<td>1</td>
<td>Emergency preparedness and crisis response, respectful ways to interact with host nationals and sites, packing and long-distance travel tips, how to maximize the experience abroad</td>
</tr>
</tbody>
</table>
2. Outside of the topics listed above, what do you think is important for students to know before they study abroad?

<table>
<thead>
<tr>
<th>Count</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How to represent Cal Poly and the U.S.A. in a mature manner.</td>
</tr>
<tr>
<td>1</td>
<td>Listed above</td>
</tr>
<tr>
<td>1</td>
<td>Maybe how it can relate to their career development</td>
</tr>
<tr>
<td>1</td>
<td>Those are great topics! I can't think of others at the moment.</td>
</tr>
<tr>
<td>1</td>
<td>Understanding the academic environment of their host country would be beneficial as well.</td>
</tr>
<tr>
<td>1</td>
<td>all of the presentations and study abroad fairs put on by your office</td>
</tr>
<tr>
<td>1</td>
<td>program-specific preparation</td>
</tr>
<tr>
<td>1</td>
<td>GE course approvals and advising. Advising on types of study abroad programs and what might be best program. Direction to other campus resources for further advising (major, etc.). Large orientation before departure with basic information.</td>
</tr>
<tr>
<td>1</td>
<td>Informed advisors, informational fairs, workshops, extensive website. In other words, students can access information in a variety of ways.</td>
</tr>
<tr>
<td>1</td>
<td>Students would benefit from learning how study abroad can benefit them personally and professionally after they graduate from college.</td>
</tr>
<tr>
<td>1</td>
<td>Students are not fully aware of the gains of study abroad and how this experience impacts their personal, professional, and educational life.</td>
</tr>
<tr>
<td>1</td>
<td>None, but I would like to rank them, and I think currently the logistics are overemphasized and the whys of the desire to study abroad and the cultural norms of other countries needs to be emphasized more</td>
</tr>
<tr>
<td>1</td>
<td>Dedicated Study Abroad Advisors hold weekly informational workshops and meet 1:1 with students to prepare them for their experience abroad.</td>
</tr>
</tbody>
</table>
3. "International experiences that students participate in, whether one week on an international service learning trip or a full-year study abroad experience, often result in personal change. John Dewey (1933) found education to be deeply rooted in experience, and that these experiences often create controversy that, if not reflected upon, can be misleading." (Larkin, 2008). Given your experience working closely with students who have studied abroad, in what ways do you think we could be assisting students to intentionally reflect on their study abroad experience while abroad?

<table>
<thead>
<tr>
<th>Count</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I do not know.</td>
</tr>
<tr>
<td>1</td>
<td>None seen.</td>
</tr>
<tr>
<td>1</td>
<td>do not know</td>
</tr>
<tr>
<td>1</td>
<td>the Returnee Conference</td>
</tr>
<tr>
<td>1</td>
<td>Asking returnee students if possible, to reflect on their experiences before, during and after their study abroad. This will allow our institution to make improvements and our students will grow from these experiences and become fully aware of its benefits. Cal Poly should use the alumni to channel their experiences and energy to create a robust study abroad program.</td>
</tr>
<tr>
<td>1</td>
<td>I have found that the study-abroad engineering students I have interacted with have all been very reflective about their experience. They have grown as individuals and have learned to more deeply appreciate another culture.</td>
</tr>
<tr>
<td>1</td>
<td>Structured reflection in group discussions, online formats</td>
</tr>
</tbody>
</table>
offering focus/discussion groups. Students want to talk about their experiences, but often others don't want to listen because it seems like "bragging." A community of students in similar experiences would be a good outlet for that.

I believe students should have a forum to share their thoughts and experiences, such as through a blog or journal, to allow them to express themselves. Students would benefit from reflecting independently but also from reflecting together with their study abroad peers and peers at their home campus.

Having students complete a diary/blog type of assignment while abroad would help students synthesize their experiences abroad. The LESCANT Model is one example of photo blogging.

-coordinate meet ups with other students who have studied abroad to discuss their experiences; continue to hold Returnee Conferences; invite those students to talk to students interested in studying abroad about their experiences
4. Upon return from studying abroad, what logistical information do you think would be helpful for students to learn about?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid</td>
<td>58.3%</td>
<td>7</td>
</tr>
<tr>
<td>Course Approvals</td>
<td>91.7%</td>
<td>11</td>
</tr>
<tr>
<td>Transcripts</td>
<td>100.0%</td>
<td>12</td>
</tr>
<tr>
<td>Other</td>
<td>33.3%</td>
<td>4</td>
</tr>
<tr>
<td>Housing</td>
<td>66.7%</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Responses “Other”

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Left Blank</td>
<td>9</td>
</tr>
<tr>
<td>Career Development and Reentry/Reverse culture shock</td>
<td>1</td>
</tr>
<tr>
<td>Re-entry shock and depression</td>
<td>1</td>
</tr>
<tr>
<td>They should know this before they leave.</td>
<td>1</td>
</tr>
</tbody>
</table>
reverse culture shock
5. **What types of programming do you think would be helpful to assist students with unpacking their international experience when they return home from studying abroad?**

<table>
<thead>
<tr>
<th>Count</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Returnee Conference</td>
</tr>
<tr>
<td>1</td>
<td>Returnee conference this year! Some web resources/links.</td>
</tr>
<tr>
<td>1</td>
<td>Returnee-type conference/orientation would be helpful.</td>
</tr>
<tr>
<td>1</td>
<td>Study Abroad returnee conference should continues cultural adjustment, career prep focus/discussion groups</td>
</tr>
<tr>
<td>1</td>
<td>I know that the Study Abroad Office held a one day conference this year for students to reflect on their experience and I believe to learn how to market their experience.</td>
</tr>
<tr>
<td>1</td>
<td>Connections to Alumni from different disciplines and what types of jobs they have so our returnee students can get guidance and advise. It would also be great for the workshop could be more interactive.</td>
</tr>
<tr>
<td>1</td>
<td>Career Development workshops with Career Services to assist students in articulating their study abroad experience in their career planning and job search. Workshops with Career Services regarding how to work, intern or do research abroad. Workshops (possibly with Counseling Services) on re-entry/ reverse culture shock and how to adjust to life back at Cal Poly. Workshops on how to stay globally minded while being back at Cal Poly/ in the USA-- possibly with Multicultural Center or partnered with Academic departments across the colleges.</td>
</tr>
<tr>
<td>1</td>
<td>Opportunities for the students to share their experiences with future students interested in going to their same study-abroad destination. Opportunities to meet with other students who have also studied abroad.</td>
</tr>
</tbody>
</table>
1 How best to represent the skills they developed in their resumes, grad school applications, etc. How to deal with re-entry shock How to remain interculturally engaged

1 returnee conference; programs with career services helping students see how their experience can be marketed
6. Are there any other departments on campus that you wish the Study Abroad Office worked with to develop more programming to support study abroad students?

<table>
<thead>
<tr>
<th>Count</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Financial Aid.</td>
</tr>
<tr>
<td>1</td>
<td>advising; career services; financial aid</td>
</tr>
<tr>
<td>1</td>
<td>center for community engagement</td>
</tr>
<tr>
<td>1</td>
<td>diversity units disability unit Career Center</td>
</tr>
<tr>
<td>1</td>
<td>Financial Aid and the Registrar's office and knowing the impact of study abroad on their academics. In general more collaboration needs to happen with both of these offices and other departments of campus. In addition, study abroad can work with orientation programs, colleges, and other student academic/support services to collaborate and promote study abroad.</td>
</tr>
<tr>
<td>1</td>
<td>Career Services, Multicultural Center, International Students &amp; Scholars, Academic Advising centers across colleges, Counseling Services/Center, Office of Community Engagement</td>
</tr>
<tr>
<td>1</td>
<td>I get the impression that the Study Abroad Office works with all departments who are willing to work with them. :)</td>
</tr>
</tbody>
</table>
7. What do you think would motivate students to take a 4 unit study abroad course (pre-departure module, while abroad module and returnee module) offered through Cal Poly?

<table>
<thead>
<tr>
<th>Count</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Degree applicability Reasonable cost</td>
</tr>
<tr>
<td>1</td>
<td>1. If the course counted for GE D4 credit! and/or 2. Develop a hybrid course. Have the course be taught in person for the pre-departure module, online while abroad and then in person again when the students return. I think you should advertise that the course will teach them how to maximize their time abroad and then how to market their experiences on their resume and when interviewing for jobs.</td>
</tr>
<tr>
<td>1</td>
<td>I suppose just making it really relevant and practical and being able to demonstrate the outcomes to them. Having a good prof would help too! (like Erica)</td>
</tr>
<tr>
<td>1</td>
<td>If it could count towards a degree acquisition, rather than being a free elective. Free electives are not helpful for some majors.</td>
</tr>
<tr>
<td>1</td>
<td>The main motivation would be if it counted as a GE course or as some sort of required major course. Additional ideas would be to promote as a career enhancing/development course that would benefit students.</td>
</tr>
<tr>
<td>1</td>
<td>I love the idea! Especially if we add student reflections, and testimonials, contact information can be made available. This would be a win-win for Cal Poly and our students. It would be amazing if credit can be applied for a GE or major/support elective.</td>
</tr>
<tr>
<td>1</td>
<td>applicable towards degree, advantageous to overall experience, simultaneously enjoyable and practical</td>
</tr>
<tr>
<td>1</td>
<td>A 4-unit course seems excessive...I think a half day info session would be sufficient. I suppose students would be motivated to take this course if it could count towards one of their graduation requirements (but I don’t see that ever being allowed in engineering)</td>
</tr>
</tbody>
</table>
1 if it counted for graduation credit (unfortunately this is the only reason they take anything these days)

1 If it will count towards GE credit for all students (i.e. not area F, D5, CE as not all majors need these). If it's upper-division.

1 Requiring the course as part of the study abroad agreement and/or having the program cover a GE requirement.
8. What concerns (if any) would you have about a study abroad course (pre-departure module, while abroad module and returnee module) being implemented at Cal Poly?

<table>
<thead>
<tr>
<th>Count</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Availability of personnel to teach/implement the course!</td>
</tr>
<tr>
<td>1</td>
<td>Degree applicability Impact on tuition and enrollment credit totals, if required</td>
</tr>
<tr>
<td>1</td>
<td>That students wouldn't be able to fit it into their already full schedules</td>
</tr>
<tr>
<td>1</td>
<td>conflicting with other graduation requirements</td>
</tr>
<tr>
<td>1</td>
<td>would it be required or not? how does this factor into 4-year graduation plan?</td>
</tr>
<tr>
<td>1</td>
<td>As stated above, I'm not sure what would motivate students to take such a course unless it were required as part of the study abroad experience (i.e they can’t go unless they take this course) or it could count as one of their graduation requirements.</td>
</tr>
<tr>
<td>1</td>
<td>The major concerns would be to ensure students wouldn’t pay extra for the course, scheduling of the course (i.e. when would students be enrolled?, what quarter(s) would it be offered? and how to ensure all students could take it with their schedules), staffing and logistics of instructing the course.</td>
</tr>
<tr>
<td>1</td>
<td>If students have already exceeded their free electives, the course would not count as degree-applicable. One 4 unit course will not impact their registration, but several course in a given term could effect their registration enrollment date/time.</td>
</tr>
<tr>
<td>1</td>
<td>May be difficult to get students to participate while they are abroad. Some students may not want to participate or feel</td>
</tr>
</tbody>
</table>
they don't need to.

1

I feel students would enroll in it if they are serious about study abroad. The course can be credit/no credit perhaps 1 unit at the time of inquiry, and to complete the sequence students would be enrolled after the study abroad the quarter they return (during the study abroad students can be asked to complete reflections, but the grading can be granted when they return). Students would then go through all the steps required. The "unpacking your study abroad" can be the final component.
Appendix G

Program Curriculum

Pre-Departure Module:

1st Session:

5:10-6:00: Introductions, review program and syllabus (see Appendix H) and Icebreaker (see Appendix I)

6:00-6:30: PowerPoint Presentation on General Education course approvals, Major/Minor Course Approvals, Visa Information, Financial Aid steps, Housing Information for when they return and Insurance Information (see Appendix J)

6:30-6:40: Go over first assignment due by the third session:

- The assignment can either be a PowerPoint presentation or video on the country they will be studying abroad in and they will make a 15 minute presentation during the third class session. (See Syllabus for grading criteria)

6:40-7:00: Have students take Intercultural Development Inventory

2nd Session:

Outcomes for Program Participants for Session 2:

1. Students will demonstrate awareness around cultural differences and how it impacts communication styles.
2. Students will analyze their own perception towards cultural differences.
3. Students will define stereotypes they hold about the country in which they are studying abroad.

5:10-5:30: Go over BAFA BAFA instructions (See Appendix K)

5:30-6:30: Conduct BAFA BAFA Activity

6:30-6:45: Debrief discussion of BAFA BAFA activity with a guest speaker from the Communications department addressing the following questions (the following questions were adapted from the Sociology Department at New York University):

- What does BAFA BAFA teach us about how we judge, represent, understand, and communicate with those who are different from us?
- What assumptions about “others” are reflected in the design of the BAFA BAFA simulation? What did you learn about yourself and others during the simulation?
- What does it teach us about social processes and social structures?
- What is the impact of not knowing about another culture on your impressions of this culture? How might this be changed?
- What are some stereotypes you may hold about the culture you are going to be studying in? What are social norms? What are some social norms that we know about the country we are studying in?
- Students will also jot down answers to the questions that are discussed in the discussion and submit at the end of class

(Intrososcite, 2008)
6:45-7:00 Intercultural Competency and Bennett’s Developmental Model of Intercultural Sensitivity Model lecture (see Appendix L)

3rd Session:

5:10-5:45: Guest speaker from Multicultural and Gender Equity Centers facilitate discussion on gender abroad and diversity abroad with the goals of:

- Helping students understand how their gender may impact their experience abroad
- Helping students understand how their race and ethnicity impact their experience abroad
- Helping students understand how gender and diversity is defined in the country they study abroad in

6:00-7:00: Group Country specific presentations, 15 minutes each (4 presentations total)

4th Session:

5:10-5:45: Guest speaker from SAFER (sexual assault and recovery) facilitates discussion about sexual health abroad and preventative measures

5:45-6:30: Students take time to write down goals, lecturer presents on what types of goals to consider-academic goals, ability goals, attitudes/awareness goals, career goals, personal goals. (See Appendix M)

6:30-7:00: Lecturer covers assignment for the next class, students will submit a video of a 5-minute “letter to themselves”. Students will also submit online questions/fears anonymously to be addressed in the next class.
5th Session:

5:10-6:00: Tips/presentations/panels from student alumni from a variety of programs. Student alumni will attend this workshop to assist with travel tips, banking, communication, packing and what to expect. Cover cultural adjustment. Students and lecturer cover anonymous fears/questions.

6:00-6:30: Break out into country specific groups with student alumni with guided discussion questions to get them started (see Appendix N).

6:30-7:00: Review while abroad portion of the program and address last minute questions.

While Abroad Module:

All students will submit assignments online through PolyLearn, an online assignment submission database hosted at Cal Poly.

Assignment 1: Provide an example of an intercultural interaction that you have encountered that was new or foreign to you. How did you handle the situation? What struck it as being new or foreign? How might this situation have occurred in the United States? How may you act differently now that you are aware of anything that you have learned?

Assignment 2: Interview someone who grew up in the country in which you are studying about the information that you researched for your country specific presentation before you left. What is their interpretation of what you researched about their country? What current events do they see as important and historical?
Assignment 3: Attend a local event or activity that is unique to the country in which you are studying and write an article about the event and your perspective on what happened and why it was unique.

Assignment 4: Write a paper about your experiences adapting to a new culture. Was it easy for you to adjust? If not, what did you find difficult about the adjustment? Do you think you have acquired certain behaviors/idiosyncrasies or beliefs from the current culture in which you are living? What are they?

Assignment 5: Write a paper on how you feel like you have changed while abroad. Watch your video you created for yourself before you left. What goals have changed from when you arrived? Personal? Professional? Academic? How have your perspectives changed on the host country? On the U.S? What are you going to miss the most? What types of perspectives or beliefs might you bring back with you?

Assignments two, three and four will be posted to PolyLearn. Each student will be expected to read and respond to the postings of two other classmates by certain deadlines.

Returnee Module:

1st Session:

5:10-5:30: Introductions, where did people study?

5:30-5:50: Screen Le Retour Film for reverse culture shock

5:50-6:30: Conduct Best Self activity and guided discussion around reverse culture shock.

- Lecturer addresses importance of studying abroad
• Lecturer addresses why it is important to address reverse culture shock and resources available to support upon return at Cal Poly

• Introduce best self exercise and explain worksheet and what will take place, students will break up in to groups with an International Center staff member and/or Health and Counseling Services staff member

**Best Self Activity**

*Taken from “The How of Happiness”, by Sonja Lyubomirsky*

**Step One:** Close your eyes. Imagine your best self.

**Step Two:** Take five minutes to write what this best self looks like, does, how and where you live.

**Step Three:** Share around the table, as comfortable

**Step Four:** Facilitator will open discussion: How do you think your study abroad experience influenced this ‘best self’?

**Questions from the table facilitator:**

- In looking at the different ‘best selves’ of the students, what are some similarities?
- International travel important to all of them? Bilingualism?
- Does anybody see himself or herself living abroad permanently? An international spouse/partner? Bilingual kids?
- A career involving their new cross-cultural skills? Career working in service/human rights- something related to where they lived? Influence on a global perspective?
- Do you feel your best self is realistic? (Perhaps not being a famous rock star when you don’t play any instruments, but being something tangible for you)
- What would you need to do between now and that best self to make it a reality?
- With your recent experience of going international this year, how do you feel your best self has evolved compared to if you had never gone abroad? Do you think it has affected your life positively? Given you some tangible goals of what you want to do to be your best self?

More? Feel free to ad lib and improvise according to the students’ answers...

Optional: As the facilitator, I invite you to take part in this exercise as well and to share with the attendees how this may have changed for you over the years. Do you think you are closer to your best self now? Do you feel it is still attainable? Share with the table your experience and open up to questions from the students as to how your path may have changed.

Closing remarks: Share this with others today. Take it with you and keep your best self in mind as you go through the program- how will learning, sharing and attending the program help you to achieve these goals?

(Lyubomirsky, 2007)

6:30-6:45pm: Guest speaker from health and counseling services provides resources that are available to students now that they are back in case they need support with re-entry
6:45pm-7:00pm: Lecturer goes over syllabus for this module, covering required assignments and general topics for each session and addressing any questions.

**2nd Session:**

5:10-5:30: Take care of logistical needs; discuss what they need to do upon return and refer them to the resources available such as the Study Abroad website.

- Any change to course approvals
- Requesting transcripts and timeline for evaluation
- Financial Aid and Satisfactory Academic Progress

5:30-6:15: Guided discussion around last paper that was submitted abroad. How might their perspectives have changed? What did they learn about the culture they were studying in that was new? What was shocking to them? How have they changed?

6:30-7:00: Go over opportunities to be involved here on campus, present on each event and have sign up sheets with contact information for students to sign up to be a part of receiving information and volunteering to facilitate at events marked with an * below. Students will facilitate the event the sign up for and submit a report by the end of Session 7.

- Study Abroad Program Ambassadors
- International Peer Contacts
- International Education Week*
- International Coffee and Tea Time
- Panels* (College Specific panels, Dorm Panels)
- Study Abroad Fair
- International Club
- Housing Events: Art Under the Arch & Cooking in the Canyon*
- Passport Dorm*
- International Games Night*
- International Film Night*
- Community Resources: Meet Up Conversation Groups
- Alumni mentor for interested students for study abroad

3rd Session:

5:10-6:00: Have students review goals that they made before they went abroad. Have them spend time working on revising those goals, use SMART goals worksheet. The worksheet will include sections on goals for personal, academic and career focuses.

6:00-7:00: Invite students who are currently interested in studying abroad and have one on one peer advising sessions with students who just returned, returnee students will be given a list of guiding topics to cover (see Appendix O).

4th Session:

5:10-5:30: Students are invited to bring a food item from the country they studied abroad in to donate to a potluck. International students will be invited as well and will be asked to bring a food item from their home country. Students will be given the chance to socialize for the first 20 minutes.
5:30-5:45: Lecturer presents brainstorming and goal setting activity surrounding increasing cultural understanding on the Cal Poly campus and expanding programming for international students and students who study abroad from Cal Poly.

5:45-7:00: Conduct Brainstorm activity with whole group

1. Define the problem (ask the students what current needs are not being met)

2. Conduct the Brainstorm
   - Lecturer asks for suggestions and ideas for internationalizing the Cal Poly campus and raising awareness to the Cal Poly community on international opportunities, issues and overall cultural understanding while also brainstorming programming ideas for more interaction between international students and domestic students keeping in mind opportunities to include international scholars and domestic scholars and staff members
   - Students are asked to not think too in depth on each idea but to provide ideas as they come to their minds

3. Discuss the brainstorm
   - Lecturer goes through each of the suggestions so that everyone understands what it means
   - Group makes a decision on whether or not to keep the suggestion on the list, need to narrow it down to a selection for students to ultimately choose to design and work on a project or program design with an international student
• Lecturer will cluster responses into groupings that are appropriate. Students will be asked to volunteer to design programming to implement during the duration of this program.

(Gragg, 2007)

For the next session, students will be asked to bring their resume and cover letter and to select one ideal job for them to “apply” for.

5th Session: This class session will take place in a reserved computer lab. Students will be asked to bring a resume and cover letter draft in advance on a USB and each student will have their own computer.

5:10-6:00: Facilitator introduces two Career Counselor’s who will conduct the Unpacking your International Experience presentation (See Appendix P).

6:00-7:00: Lecturer presents project due at the end of the module. Students will identify a current issue or hot topic (political, economical, social, environmental) from the country they studied abroad in, describe the issue and pick a stance to argue/advocate for, how does the context make the issue important/hot topic? Lecturer will show a TED talk on a social issue (See Appendix Q) and provide students direction, criteria and options for submitting the assignment. They will plan on presenting these in the last class and also develop a format for presenting during a Student Projects Seminar during International Education Week in the fall for an internationally focused project symposium. (TED Talk, presentation or poster fair)

6th Session: This session will be a five-hour conference and will be held on a Saturday.
Attend Re-entry Conference (see Appendix R for schedule)

7th Session:

5:10-5:30: Have students take Intercultural Development Inventory

5:30-7:00: Students will participate in the activity/program that they signed up for during the 2nd Session and submit as an assignment to the next class feedback/ideas for further enhancement of the activity (i.e.: what went well/what did not?). * Only activities that apply here are Cooking in the Canyon, classroom/college/dorm panel, Art Under the Arch, International Film Night

8th Session:

5:10-6:30: Students present final assignments, 10 minutes each

6:30-7:00: Now what? Guest speaker on how to live an internationally focused life. Developing your personal brand.
Appendix H

Syllabus for Cal Poly Study Abroad Program for Facilitation of Intercultural Competency

Instructors:

Erica Jorgenson  
Study Abroad Advisor  
(805) 756-6179  
E-mail: ejorgens@calpoly.edu

Nayree Barnett  
Study Abroad Advisor  
(805) 756-7331  
E-mail: nbarne01@calpoly.edu

This program was designed intentionally for Cal Poly students who study abroad for a quarter or semester long study abroad program. Below are the desired goals and objectives for students enrolled in this program:

**Program Goals**

1. Provide a comprehensive program to encourage the development of intercultural competence in students who study abroad.
2. Provide students who study abroad the opportunity to reflect on and integrate what they have learned from their study abroad experience through interaction with others who have studied abroad.
3. Provide students who study abroad the opportunity to reflect on and integrate what they have learned from their study abroad experience through interaction with others who have studied abroad.

**Program Outcomes**

1. Increase understanding and acceptance of cultural differences in students who study abroad and increase their awareness to their attitudes towards those differences.
2. Provide students with opportunities to connect their study abroad experiences to their prior life experiences/situations, their campus community and to their future career, academic and personal goals.

**Goals for Program Participants**

1. Analyze their own assumptions about and biases towards others who are different from them.
2. Make contributions to their local, national and global communities through developed projects throughout the program.
3. Connect their study abroad experiences to their career, academic and/or personal goals upon their return.
4. Develop relationships with the international students on campus so as to facilitate broader campus internationalization.
Learning Outcomes for Program Participants

Students who participate in this program will be able to:

1. Demonstrate knowledge and awareness about their study abroad destination, its history and culture.
2. Gain increased knowledge about the political views, current events and past history of the study abroad location.
3. Develop intentional and concrete goals for their study abroad program.
4. Understand what intercultural competency is and how their competency levels may have changed from studying abroad

Assignments and Grading Criteria:

Pre-Departure Module:

Country Project Presentation: Due by Session 3 (45% of grade)

Grading Criteria

- The presentation of the project
- The depth in the research conducted on their study abroad destination
- Formatting either in PowerPoint or video and meets time limit
- Content addresses social and cultural norms, historical events, the education system, current political and social issues and events

Video to yourself: Due by Session 5 (15% of grade)

Grading Criteria

- Correct format in video and meets time limit of five minutes
- Addresses specific goals and interests for what they would like to gain from their study abroad program
  - Academic, personal and career goals

Participation in discussions and activities throughout module and submitting ideas in class after discussions: (40% of grade)

While Abroad Module:

5 Online Paper Postings while abroad (75% of grade)

Due Dates for each assignment

Assignment 1: Due Week two of Study Abroad Program
Assignment 2: Due Week four of Study Abroad Program
Assignment 3: Due Week six of Study Abroad Program
Assignment 4: Due Week eight of Study Abroad Program
Assignment 5: Due Week ten of Study Abroad Program

Responses to class cohort (25% of grade)

- Respond to two classmates postings for Assignments 2, 3 and 4

Returnee Module:

Participation in On-campus internationally related activity: Submit by Session 8 (15% of grade)

Criteria for grading

- Facilitate and submit write up of what went well and why, and what could be improved for next time

Goal Setting Worksheet Exercise: Submit during Session 3 (10% of grade)

Criteria for grading

- Addresses each goal area
- Uses SMART goal technique

Current Issue/Hot Topic Presentation: Submit during Session 8 (40% of grade)

Criteria for Grading

- Formatted in either TED Talk or PowerPoint
- Presentation given in class
- Depth of research on topic
- Provides information on both stances of the issue
- Relates to the destination where they studied abroad

Program Design with International Student: Submit by Session 6: (20% of grade)

Criteria for grading

- Includes program content, necessary supplies, budget and marketing

Participation in discussions and activities throughout module (35% of grade)
Students with Disabilities

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor (756-6179) and the Disability Resource Center (Building 124, Room 119, 756-1395) as early as possible in the term.
Appendix I

Icebreaker: Pre-departure: Session 1

Cultural Artifact Exercise

In groups of 3, briefly introduce yourself.

Identify an artifact on your person/bag that represents your culture.

Share with your small groups.

Insights to other cultures/Insights into own culture.

Curiosity: is a key to opening cross-cultural competence.

Self-awareness: is a key to potentially identifying cross-cultural conflicts.
PRE-TRIP PLANNING: Hopefully, at this stage of your study abroad planning you already have a passport and may have already researched whether you will need a student visa. You may need to have a visa stamped into your passport well in advance of departure. Most countries that you will visit require that your passport be valid for at least 6 months past the date that you plan on returning to the U.S. **Important!** Before you go abroad be sure to make two photocopies of the inside front cover of your passport: leave one with someone at home and take the other copy with you. If you have a current visa in your passport, make a copy of that as well. Keep your copies separate from your actual passport in case the original is lost or stolen. You may also want to take a certified copy of your birth certificate with you as proof of ID in case your passport is stolen.

A **visa** is document that is typically affixed in your passport, obtained from a foreign consulate or embassy, which grants you permission to enter their country. Sometimes visas
are obtained from passport control/customs as you enter a foreign country airport or cross
a land border. However, most of the time, the visa is something that must be acquired in
advance and while in the U.S. They are issued for specific purposes, such as work, travel,
tourism, or study. The kind of visa required, the process for applying and the way that they
are issued depends on the particular country, the length of time that you will be in the
country and the consulate office that has jurisdiction for the part of the U.S. where you are a
student or permanent resident. Even if you are only planning to travel for a short time,
some countries require a visa—particularly if you’re traveling outside of Europe. The U.S.
State Department keeps track of what kinds of visa requirements other countries have for
U.S. citizens through their country-specific information pages.

ACADEMIC APPROVALS: You may recall that we stressed getting your Major/Minor/GE
course you plan to take abroad pre-approved early on in the application process. If you
have not already done so, you are highly encouraged to complete the “Substitution for
Major” with their Major Department and the “Substitution for GE” with the Study Abroad
Office. You should allow at least four weeks to hear back about substitution approvals
(NOTE: language course may be substituted for GE areas C1, C2 and C elective). Be sure to
keep all course syllabi for the courses you take abroad just in case you need to petition a
course when you return to Cal Poly. The letter grades you receive for the study abroad
courses will count and will be calculated into your higher education GPA unless you
specifically register for a course with your study abroad program as “pass/fail” or
“credit/no credit.”

BUDGET: Study abroad programs often provide students with an estimated budget or
expense sheet that will give you a good idea of how much money you will need while
abroad. If not, find out what expenses you will have that is not included in the program fee,
such as airfare, meals, textbooks, local transportation, and laundry.

Consider how your lifestyle will change while you’re abroad. Will your entertainment costs
increase or decrease? How about extra communication costs (phone, e-mail or postage)?

Will personal items be more expensive in the country where you will be studying? Don’t
forget to budget for travel and any gifts you might buy. Talk to your parents about banking
issues, ATM cards, and how to avoid the large transaction fees with withdrawals. Some
students prefer to use Bank of America’s free student account to avoid the ATM transaction
fees. Financial aid students are encouraged to sign the “Authorization to Release Financial
Aid Information” form with the Financial Aid Office/Student Accounts so Cal Poly staff can
discuss all financial aid issues with your parents while you are abroad.

COMMUNICATION: There are many communication options while abroad including
landline phones, cell phones, e-mail, Voice-over-Internet Protocol (VoIP) software
(usually via a program like Skype), laptops, journals & blogs, and of course letters and
postcards. When I studied abroad in the mid 80's I sent weekly postcards and called home once. That was before email & cell phones.

Are your parents familiar with Skype? If not, set up their account before you depart to allow for cheap communication. Free to download, and which can run on any computer and on many mobile devices. Skype is also available in many internet cafés, Skype also works with webcams for video chat and even conferencing with more than two users, making it even easier to keep in touch with multiple family members and friends at once.
Appendix K

BAFA BAFA

Here is how it works:

BaFa’ BaFa’ is based on the assumption that cultural differences develop because different peoples have invented different ways of solving common problems. This assumption seems fairly obvious when considering the differences in something as basic as our languages.

Learn how to develop and sustain the tremendous value that differences can create for an organization.

Other differences are not so obvious. The distance we stand from another person when speaking, proprietary attitudes about personal space, relationships with superiors and subordinates, the way men treat women, and whether one views rules as absolute or relative: all reflect ways that various cultures have solved problems.

In many diversity programs, as well as those designed to train people to go overseas, we have identified differences-then tried to get people to tolerate those differences. Emphasizing differences, even when we try to teach tolerance of those differences, often causes hostility, creates greater distance and greater misunderstandings.

Presenting our cultural differences as a reflection of the way we solve similar problems promotes a sense of our common humanity. We then begin to realize that we are all in this together, and that we all have to face similar challenges. Instead of looking upon cultural differences as things to be tolerated, we can relate to each other as cultural problem solvers. Understanding this basic notion allows us to view cultural differences as a rich reservoir of solutions to real world concerns. Solutions that will directly improve the bottom-line.
This is the basic approach of \textit{BaFa' BaFa'}, in that we create a problem for everyone in the simulation. We require them to live and interact in another culture. Then, we ask them how they felt in that culture. The answer is always the same: they felt lost, confused, invisible, etc. Then we ask how they responded to those feelings; in other words, how did they solve the problem? Some withdrew, others got angry, some wanted revenge, while others totally discounted the other's cultural values.

At this time, we point out that if we focus on the solutions to the problems, i.e., withdrawal, anger, revenge, and cultural discounting; our differences appear greater. However, when we discuss the common problems that we faced, i.e., how to feel welcome, competent, and valued when interacting with another culture, we then draw closer together.

The next step is to identify the solutions that people have developed in their own culture and evaluate them against the corporation's values.

The final step is to identify ways of reinforcing those cultural practices that support the organizations values.

\url{http://www.simulationtrainingsystems.com/corporate/products/bafa-bafa/}

(Simulation Training Systems, 2015)
Appendix L

Presentation on Intercultural Competency
Benne tt’s Developmental Model of Intercultural Sensitivity

- Describes the perspectives and behaviors in the face of cultural difference and outlines a “continuum” of increasing cultural awareness, understanding and adjustment.

- Constantly in progression towards intercultural sensitivity
Ethnocentric Stages

- Ethnocentrism assumes that "ones' worldview is central to all reality"
- DENIAL: of cultural difference
  - I live isolated in my homogenous group and I am uninterested in experiencing difference
  - I intentionally separate myself from cultural difference to protect my own worldview
- DEFENSE against cultural difference (The world is organized into "us and them", my own culture is obviously the best which is why I
  - Denigration: I denigrate other cultures
  - Superiority: My culture is superior to other cultures
  - Reversal: My adopted culture is superior to my own original culture. I went native
• Minimization of cultural difference:
  • Physical Universalism: We humans have all the same physical characteristics, we must eat, procreate and die. These common biological features dictate behavior that is basically recognizable across cultures.

• Transcendent Universalism:
  • Whether we know it or not, deep down all humans share basically the same universal values. I assume that elements of my own cultural worldview are experienced as universal.

• Danger: cultural differences are often trivialized or romanticized
**Ethnorelative Stages**

- Ethnorelativism supposes that “cultures can only be understood relative to one another, and that particular behavior can only be understood within a cultural context”

- **ACCEPTANCE of cultural difference**:
  - I recognize and accept the fact that my own culture is just one of a number of equally complex worldviews. Therefore I accept
    - Respect for Behavioral Difference
    - Respect for Value Difference
    - I am curious and respectful toward cultural difference
ETHNO RELATIVE STAGES

• ADAPTATION to cultural difference:
  • Empathy: I have developed enough intercultural communication skills to be able to adapt to difference and consciously shift, through empathy, into another perspective, into another cultural frame of reference. I can also act in culturally appropriate ways in the other culture.
  • Pluralism: I understand that difference must always be understood within the context of the relevant culture. I have internalized more than one worldview.

• INTEGRATION of cultural difference:
  • Contextual Evaluation: I am able to manipulate multiple cultural frames of reference in my evaluation of a situation. I am conscious of myself as achooser of alternatives
  • Constructive Marginality: My identity is not primarily based on any one culture. I am constant creator of my own reality
What is Intercultural Competency?

- Ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes.

- Attitudes, knowledge and skills lead to an internal outcome that consists of flexibility, adaptability, an ethnorelative perspective and empathy
  - Individuals are able to see from other’s perspectives and to respond to them according to the way in which the other person desires to be treated

- The summation of all of these are demonstrated through the behavior and communication of the individual which becomes visible external outcomes of intercultural competence
Knowledge

• Cultural self awareness (the ways in which one’s culture has influenced one’s identity and worldview)
• Culture specific knowledge
• Deep cultural knowledge including understanding others world views
• Sociolinguistic awareness
Skills

- Address the acquisition and processing of knowledge including
  - Observation
  - Listening
  - Evaluating
  - Analyzing
  - Interpreting
  - Relating
Attitudes

- Respect (while communicating it is important to demonstrate that others are valued)
- Openness (imply a willingness to risk and move beyond one’s comfort zone)
- Curiosity (imply a willingness to risk and move beyond one’s comfort zone)
- Discovery
Appendix M

Smart Goals Worksheet

**Career and Intermediate Goals**

**Career Goal or Job Objective**

This goal is focused on the next _______ months

<table>
<thead>
<tr>
<th>Job/Career Goal</th>
<th>Steps I will take to accomplish this goal:</th>
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</table>

<table>
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<tr>
<th>Education/Training Goal</th>
<th>Steps I will take to accomplish this goal:</th>
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<tbody>
<tr>
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<table>
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<tr>
<th>Personal Health/Wellness Goal</th>
<th>Steps I will take to accomplish this goal:</th>
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</thead>
<tbody>
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</tbody>
</table>
Appendix N

Topics for Country Group Discussions

- What tips do you have for preparing for study abroad – anything you wished you had known or done prior to going overseas? What to pack and what to leave at home (i.e. laptops, cell phones).

- What was it like to adjust to the host culture?

- What were some of the differences with the educational system
  a. Expectations
  b. workload
  c. exam format
  d. grading.

- How did you meet people and make friends – especially locals?

- What are the most popular housing options and cost estimates?

- Finances/budget – how much spending money do you recommend? Currency and exchange rate. How did you access money?

- Transportation inside and outside host country – how did you get around town?

- Did you have any safety concerns at the host site, or while traveling?

- Did you get sick and if so, were you satisfied with the medical treatment?

- What was it like for dating relationships? Were there cultural differences in how men and women interacted (i.e. gender roles)?

- What was it like returning to the U.S. and re-adjusting to life in California?
Appendix O

Topics to go over with interested study abroad students

**Why Study Abroad**

- What did you gain from the experience?
- Are you glad you went?
- Would you do it again?
- How has it impacted you today?
- What was it like studying abroad?

**Tips for choosing a Program**

- How did you choose?
- What resources did you use to do your research?
- What was the most helpful thing that helped you decide?
- Why did you choose the location and program you studied in and what tips do you have for what to consider when picking a program?

**Tips for getting through the application process**

- How early should I start planning?
- What was the trickiest part through the application process?
- What do you wish you would have done differently in this process?
- Was it hard? Was it like applying to college? What are they looking for in my essay?

**Tips for Pre-Departure**

- How much planning did you do in advance for traveling?
- What types of things should I do to prepare for the program?
- Anything you wished you had known or done ahead of time?
Appendix P

Unpacking your International Experience Presentation

http://prezi.com/qiqeiktb-rfi/?utm_campaign=share&utm_medium=copy&rc=ex0share
Appendix Q

Ted Talk example on a global issue

http://www.ted.com/talks/israel_and_iran_a_love_story#t-71797
Appendix R: Returnee Conference Schedule and Learning Outcomes
Dear Study Abroad Returnees,

Welcome to the Cal Poly Study Abroad Returnee Conference! We hope you had a wonderful experience studying and living in another country and we are excited for you to continue your journey back here in San Luis Obispo!

Today’s conference and this packet are filled with tips and tools designed to guide you towards ways to apply and utilize your abroad experience in future endeavors. Today, you will hear from Cal Poly Study Abroad Alumni as well as other speakers who have also experienced studying, living and working abroad. Many of our panelists have made a career out of their passion for travel and exploring new cultures.

This conference has been made possible through the collaborative efforts of the Cal Poly International Center and by faculty, staff, and professionals who know firsthand the power of a study abroad experience. Through this conference, we seek to provide students like yourself with resources to carry your transformative experience far into the future.

We look forward to spending the day with you and inspiring the life-long learning and application of your experiences abroad.

Cheers,
The Cal Poly International Center

CONFERENCE OBJECTIVES:
- Explore various perspectives on the meaning of your study abroad experience
- Learn how to convey your newly acquired international skills in a job interview
- Discover how you can teach, work, volunteer, or study abroad after graduation
- Stay connected to and share stories about your study abroad experience
Appendix S

Example email to student when accepted in to program

Dear Study Abroad Student,

Congratulations on being accepted to your study abroad program! We are excited to help you along this journey and look forward to working with you further.

Today, we are writing you to inform you of an opportunity to enroll in a program for credit to enhance what you are learning while you are overseas. This program includes a pre-departure, while abroad and returnee module for a total of 4 units and will focus on the following goals:

**Program Goals**

1. Provide a comprehensive program to encourage the development of intercultural competence in students who study abroad.
2. Provide students who study abroad the opportunity to reflect on and integrate what they have learned from their study abroad experience through interaction with others who have studied abroad.
3. Provide students who study abroad the opportunity to reflect on and integrate what they have learned from their study abroad experience through interaction with others who have studied abroad.

**Goals for Program Participants**

1. Analyze their own assumptions about and biases towards others who are different from them.
2. Make contributions to their local, national and global communities through developed projects throughout the program
3. Connect their study abroad experiences to their career, academic and/or personal goals upon their return.
4. Develop relationships with the international students on campus so as to facilitate broader campus internationalization.

For more information on the course, please contact Erica Jorgenson at ejorgens@calpoly.edu. To sign up on the course interest list please submit your information through our website here: [http://studyabroad.calpoly.edu/contact/index.html](http://studyabroad.calpoly.edu/contact/index.html)

We look forward to working with you on your journey!

Best,

The Study Abroad Office

Cal Poly, San Luis Obispo
The budget is inclusive for a total of 40 student participants.

<table>
<thead>
<tr>
<th>Budget</th>
<th>Amount Needed</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Materials for Class (print outs, serving utensils for potluck, poster paper)</td>
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<tr>
<td>Flyer for Marketing the Program</td>
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<td>Total Requested Budget</td>
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</table>
Appendix U

Budget Notes

Lecturer Salary

- Staff members that will be selected for the first trial to teach this program will be exempt status staff members within the study abroad office. They will receive a stipend for each term that they are teaching. This stipend is based on an average that current Student Services Professional II’s within the CSU receive as teaching stipends

Materials

- Materials will need to be printed to hand out in the classroom like syllabi, worksheets (Goal setting, Best Self Exercise), checklists for returnee tasks and sign up sheets for returnee programming and events
- BAFA BAFA Activity for Session 1 of Pre-Departure Module is on loan through the company it is distributed by
- Plates, napkins, cups and utensils will be purchased for the Potluck during the fourth session of the returnee module
- Poster paper will be purchased for the Brainstorming Session for Session three of the Returnee Module

Classroom Space

- Classroom Space will be utilized from already existing space on the Cal Poly campus
Returnee Conference

- Breakfast (bagels, schmear, coffee and water) and lunch (pizza and soda) will be provided for all returnee conference attendees
- Tablecloths will be rented and construction paper and materials will be purchased to decorate centerpieces
- Folders will be provided to each student participant of the returnee conference and printed materials on how to use their study abroad experiences and resources for future opportunities

Intercultural Development Inventory

- In order to assess students in the proposed method to understand their levels of intercultural competence, the Intercultural Development Inventory will be purchased through the IDI, LLC