**2010 Updated CIE Report**

**Step 1: Department/Program Mission**

The mission of the Center for International Education (CIE) is to promote intercultural communication and exchange, cross-cultural understanding, and transnational competence between Albion College students, primarily domestic students who study off campus and international students who study on our campus, and the people they meet from around the world.

**Step 2: List goals/outcomes**

1.  A. Provide and support high quality academic off-campus learning opportunities.
     B. Students applying to and engaging in academic off-campus programs will understand and follow procedures for participation in off-campus programs.
     C. Students participating in academic off-campus programs will increase/improve their:

            1. Intercultural understanding and communication skills

            2. Personal development, i.e., independence, self-direction, confidence, ability to deal with change

            3. Academic development/learning

            4. Career/future academic direction

            5. Understanding of the history, politics/government, and culture of their off- campus program and/or host country

            6. Understanding of and ability to negotiate cultural differences

            7. Understanding of and ability to adjust/adapt to the academic, co-curricular, social, and personal challenges of their off-campus program.
            8. Engagement (upon return) in on-campus learning and/or activities where they can continue to use and/or develop the skills acquired during off-campus study, e.g., language learning, work with intercultural groups, etc.

2.  A. Serve the academic, personal, and immigration needs of Albion's international students

     B. International students attending Albion will increase/improve their:

            1. Intercultural understanding and communication skills
            2. Understanding of and ability to adjust/adapt to the challenges of academic, co- curricular, social, and personal life on the Albion campus

            3. Understanding of and ability to negotiate cultural differences

            4. Understanding of and ability to comply with immigration requirements

            5. Understanding of and ability to take advantage of opportunities available to F-1 and J-1 visiting students

            6. Understanding of American and other cultures

**Step 3: Identify program components**

*Off-Campus Program students engage in:*

1. Individualized off-campus program advising on the selection of programs and application processes.
        GOAL 1A: PROVIDE AND SUPPORT HIGH QUALITY ACADEMIC OFF- CAMPUS LEARNING OPPORTUNITIES.
        GOAL 1B: STUDENTS APPLYING TO AND ENGAGING IN ACADEMIC OFF- CAMPUS PROGRAMS WILL UNDERSTAND AND FOLLOW PROCEDURES FOR PARTICIPATION IN OFF-CAMPUS PROGRAMS.

2. Preparation of applications to Albion College and the proposed off-campus program. This requires writing essays, researching and identifying coursework to be taken off-campus, and may also include preparation of an initial research proposal and/or resume. Students who seek additional scholarship support research alternative sources and may prepare additional essays.
        GOAL 1C2: PERSONAL DEVELOPMENT;
        GOAL 1C3: ACADEMIC DEVELOPMENT/LEARNING;
        GOAL 1C4: CAREER/FUTURE ACADEMIC DIRECTION;
        GOAL 1C7: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL CHALLENGES OF THEIR OFF-CAMPUS PROGRAM.

3. A mandatory pre-departure orientation session for international programs that includes how to work with their program provider/host university and initial information about traveling abroad, e.g., securing passports and visas; physical, mental, and emotional health issues, including culture shock; personal safety; cultural and academic adjustment; travel arrangements; packing; handling money; insurance; gender issues/dating; and the importance of research into the location, history and culture of their host country.
        GOAL 1A: PROVIDE AND SUPPORT HIGH QUALITY ACADEMIC OFF- CAMPUS LEARNING OPPORTUNITIES.
        GOAL 1B: STUDENTS APPLYING TO AND ENGAGING IN ACADEMIC OFF- CAMPUS PROGRAMS WILL UNDERSTAND AND FOLLOW PROCEDURES FOR PARTICIPATION IN OFF-CAMPUS PROGRAMS.
        GOAL 1C1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS
        GOAL 1C2: PERSONAL DEVELOPMENT;
        GOAL 1C3: ACADEMIC DEVELOPMENT/LEARNING;
        GOAL 1C4: CAREER/FUTURE ACADEMIC DIRECTION
        GOAL 1C6: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES
        GOAL 1C7: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL CHALLENGES OF THEIR OFF-CAMPUS PROGRAM.

4. A mandatory pre-departure general orientation session to learn about Albion off-campus study policies regarding academics, financial aid, tuition payments, and returning to the residence halls.
        GOAL 1B: STUDENTS APPLYING TO AND ENGAGING IN ACADEMIC OFF- CAMPUS PROGRAMS WILL UNDERSTAND AND FOLLOW PROCEDURES FOR PARTICIPATION IN OFF-CAMPUS PROGRAMS.

5. Work with their individual off-campus program providers and/or host universities to prepare for program departure. This may include securing a passport and/or visa, arranging transportation, completing housing arrangements, preliminary course registration, etc.
        GOAL 1A: PROVIDE AND SUPPORT HIGH QUALITY ACADEMIC OFF- CAMPUS LEARNING OPPORTUNITIES.
        GOAL 1B: STUDENTS APPLYING TO AND ENGAGING IN ACADEMIC OFF- CAMPUS PROGRAMS WILL UNDERSTAND AND FOLLOW PROCEDURES FOR PARTICIPATION IN OFF-CAMPUS PROGRAMS.
        GOAL 1C1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS
        GOAL 1C2: PERSONAL DEVELOPMENT;
        GOAL 1C3: ACADEMIC DEVELOPMENT/LEARNING;
        GOAL 1C4: CAREER/FUTURE ACADEMIC DIRECTION
        GOAL 1C6: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES
        GOAL 1C7: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL CHALLENGES OF THEIR OFF-CAMPUS PROGRAM.

6. An Albion-approved off-campus program that requires full-time academic coursework in English or, depending upon the major, in the language of the host country. Many students engage in internships plus at least one course (normally two during a semester). Other students conduct laboratory or academic research and study. In addition to an introduction to the host institution, all international programs and most domestic programs offer mandatory orientations to their local environment--academic, geographic, cultural--and provide support for the academic, personal and, where appropriate, immigration needs of off-campus study students.
        GOAL 1A: PROVIDE AND SUPPORT HIGH QUALITY ACADEMIC OFF- CAMPUS LEARNING OPPORTUNITIES.
        GOAL 1B: STUDENTS APPLYING TO AND ENGAGING IN ACADEMIC OFF- CAMPUS PROGRAMS WILL UNDERSTAND AND FOLLOW PROCEDURES FOR PARTICIPATION IN OFF-CAMPUS PROGRAMS.
        GOAL 1C1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS
        GOAL 1C2: PERSONAL DEVELOPMENT;
        GOAL 1C3: ACADEMIC DEVELOPMENT/LEARNING
        GOAL 1C4: CAREER/FUTURE ACADEMIC DIRECTION
        GOAL 1C5: UNDERSTANDING OF THE HISTORY, POLITICS/ GOVERNMENT, AND CULTURE OF THEIR OFF-CAMPUS PROGRAM AND/OR HOST COUNTRY
        GOAL 1C6: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES
        GOAL 1C7: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL CHALLENGES OF THEIR OFF-CAMPUS PROGRAM.

7. Journaling that chronicles their educational program and reflects upon their cultural experiences and learning. (This is a requirement for those seeking Global Studies credit for their international study program.)
        GOAL 1C1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS
        GOAL 1C2: PERSONAL DEVELOPMENT;
        GOAL 1C3: ACADEMIC DEVELOPMENT/LEARNING
        GOAL 1C4: CAREER/FUTURE ACADEMIC DIRECTION
        GOAL 1C5: UNDERSTANDING OF THE HISTORY, POLITICS/ GOVERNMENT, AND CULTURE OF THEIR OFF-CAMPUS PROGRAM AND/OR HOST COUNTRY
        GOAL 1C6: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES
        GOAL 1C7: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL CHALLENGES OF THEIR OFF-CAMPUS PROGRAM.

8. A re-entry dinner that provides a time to share about their off-campus study experiences, identify symptoms of and how to deal with reverse culture shock, and learn about opportunities to keep growing in their areas of off-campus learning.
        GOAL 1C1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS
        GOAL 1C2: PERSONAL DEVELOPMENT;
        GOAL 1C3: ACADEMIC DEVELOPMENT/LEARNING
        GOAL 1C4: CAREER/FUTURE ACADEMIC DIRECTION
        GOAL 1C6: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES
        GOAL 1C7: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL CHALLENGES OF THEIR OFF-CAMPUS PROGRAM
        GOAL 1C8: ENGAGEMENT (UPON RETURN) IN ON-CAMPUS LEARNING AND/OR ACTIVITIES WHERE THEY CAN CONTINUE TO USE AND/OR DEVELOP THE SKILLS ACQUIRED DURING OFF-CAMPUS STUDY

*International students engage in:*

1. A week-long orientation for new students that takes place before the start of the semester. Students learn about the Albion campus (campus services and resources, location of buildings, health insurance, campus programs and organizations, safety and security, etc.), academics and learning resources, cultural information for campus life, and U.S. immigration regulations and how to maintain status. They learn about culture shock (how to identify it and cope with it). Orientation also provides opportunities for new students to develop friendships and bonding. Students receive further information by participation in SOAR and programming through student affairs, residential life, and First-Year Experience.

        GOAL 2A: SERVE THE ACADEMIC, PERSONAL, AND IMMIGRATION NEEDS OF ALBION'S INTERNATIONAL STUDENTS.
        GOAL 2B1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS
        GOAL 2B2: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE CHALLENGES OF ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL LIFE ON THE ALBION CAMPUS
        GOAL 2B3: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES
        GOAL 2B4: UNDERSTANDING OF AND ABILITY TO COMPLY WITH IMMIGRATION REQUIREMENTS
        GOAL 2B6: UNDERSTANDING OF AMERICAN AND OTHER CULTURES

2. International Coffee Hour gatherings that provide weekly opportunities for international students to decompress from the week, ask questions, share insights and/or frustrations, network with other international students, engage in learning about American and other cultures, meet faculty, learn about upcoming activities and events.
        GOAL 2A: SERVE THE ACADEMIC, PERSONAL, AND IMMIGRATION NEEDS OF ALBION'S INTERNATIOANL STUDENTS.
        GOAL 2B1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS
        GOAL 2B2: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE CHALLENGES OF ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL LIFE ON THE ALBION CAMPUS
        GOAL 2B3: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES
        GOAL 2B6: UNDERSTANDING OF AMERICAN AND OTHER CULTURES

3. Educational sessions on a variety of topics, e.g., maintaining immigration status, working on campus and work authorization, Optional Practical Training and Curricular Practical Training, U.S. taxes, expectations in the academic classroom, etc., which may be offered in large or small group settings or individual meetings with the director.
        GOAL 2A: SERVE THE ACADEMIC, PERSONAL, AND IMMIGRATION NEEDS OF ALBION'S INTERNATIONAL STUDENTS.
        GOAL 2B1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS
        GOAL 2B2: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE CHALLENGES OF ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL LIFE ON THE ALBION CAMPUS
        GOAL 2B3: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES
        GOAL 2B4: UNDERSTANDING OF AND ABILITY TO COMPLY WITH IMMIGRATION REQUIREMENTS
        GOAL 2B5: UNDERSTANDING OF AND ABILITY TO TAKE ADVANTAGE OF OPPORTUNITIES AVAILABLE TO F-1 AND J-1 VISITING STUDENTS
        GOAL 2B6: UNDERSTANDING OF AMERICAN AND OTHER CULTURES

4. Field trips and cultural outings, which include such activities as shopping trips to Battle Creek, Ann Arbor and Lansing; visiting Albion City Hall and attending the Honorary Albion Citizen Ceremony; taking a bus trip to Chicago; attending the Great Lakes Folk Festival; participating in a Thanksgiving meal; or other activities centered on American culture.
        GOAL 2A: SERVE THE ACADEMIC, PERSONAL, AND IMMIGRATION NEEDS OF ALBION'S INTERNATIONAL STUDENTS.
        GOAL 2B1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS
        GOAL 2B2: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE CHALLENGES OF ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL LIFE ON THE ALBION CAMPUS
        GOAL 2B3: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES
        GOAL 2B6: UNDERSTANDING OF AMERICAN AND OTHER CULTURES

5. Based on pre-entry testing, two .5-unit courses, English 188 (English for Academic Purposes—1) and English 288 (English for Academic Purposes—2), offered across the first two semesters of attendance. These classes provide students who need additional English language skills with classroom instruction as well as one-on-one interaction with an English as a Second Language (ESL) instructor. The classes provide ongoing informal assessment of English Language proficiency, opportunities to get help with coursework, revising/editing essays, assistance with reading comprehension, facilitation of cultural adaptation, and development of effective class participation and study habits.

        GOAL 2A: SERVE THE ACADEMIC, PERSONAL, AND IMMIGRATION NEEDS OF ALBION'S INTERNATIONAL STUDENTS.
        GOAL 2B1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS
        GOAL 2B2: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE CHALLENGES OF ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL LIFE ON THE ALBION CAMPUS
        GOAL 2B3: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES
        GOAL 2B6: UNDERSTANDING OF AMERICAN AND OTHER CULTURES

**Step 4: Select methods/data sources and instruments**

The Center for International Education evaluates Off-Campus Programs in three primary ways:

1. Required post-completion program surveys (Evaluation Form for Off-Campus Programs) that ask students to evaluate the quality of their off-campus study experience and to comment on the strengths and weaknesses of the following aspects of their program: academics, living arrangements, on-site director/ program staff, health care, internship (if applicable), learning outside the classroom, overall satisfaction with the experience, preparation for the off-campus experience, recommendation of the program to other students, anticipated influence on campus life upon return, and satisfaction with interaction with Center for International Education staff. This survey primarily addresses Goals 1A, 1C1, 1C2, 1C3, 1C4, and 1C7. This evaluation of programs and services helps to assess program quality and contribution to learning outcomes.
2. Pre-departure and post-completion on-line surveys, designed by the Great Lakes Colleges Association (GLCA) as part of its Research on Liberal Arts Learning and Program Type Project and funded by the Teagle Foundation, which measure liberal arts learning during study abroad. The Student Learning Outcomes from Study Abroad Scale measures the development of critical thinking (including reasoning and reflecting) and engaged citizenship. These surveys primarily address Goals 1C1, 1C3, 1C5, 1C6, and 1C7.
3. Program visits conducted by the CIE Director to various off-campus programs around the world. These visits combine on-site meetings with program staff, review of support structures for students, sitting in on courses, visits to accommodations and host family settings when possible, talking with students on-site, and learning about the programs overall—their advantages, special opportunities, challenges, the host culture, internship opportunities, how to best prepare students for the experience, etc. This evaluation also addresses Goal 1A and provides the Director with information to help students reach goals 1B and 1C1, 1C2, 1C3, 1C4, 1C5, 1C6, 1C7.

The Center for International Education currently evaluates its work with international students through a post-orientation survey. We are developing a completion-of-program survey that will be given to graduating seniors.

In the future, we would like to have the Director become certified to administer the Intercultural Development Inventory (IDI), a diagnostic tool that helps to identify the intercultural learning stage of individuals and would be valuable in measuring students’ intercultural growth and assessing both study abroad and international student outcomes.

**Step 5: Analyze and interpret the data**

Data have been collected for the off-campus programs post evaluations, GLCA pre- and post-participation surveys, and the international student post-orientation surveys. Initial data from the GLCA surveys are being submitted as electronic files along with this updated report. Review and analyses of data collected are in process.

**Step 6: How will the data collected be used for decision-making, strategic planning, etc.**

Initial review of the Evaluation Form for Off-Campus Programs is used to identify any problem areas with specific programs and to flag areas where students may need more information or direction, e.g., through pre-departure orientation and/or advising from the CIE. This information is used in consultation with director site visits to determine any areas of concern or reasons for further investigation as to whether programs are of a quality to continue with “Albion-approved” status.

Information from the GLCA survey will help to determine whether learning outcomes are being achieved and if there is a need for additional pre- and post-program learning programs. The GLCA has promised to share aggregate data from the 20 or so institutions participating in the Research on Liberal Arts Learning and Program Type Project. This information will enable us to benchmark the outcomes for Albion students against those of other GLCA, ACM, and similar institutions. Since this project explores the connections between liberal arts learning objectives and types of study abroad programs, we will also have access to data that will help us compare the relative advantage of short-term and faculty-led programs with our predominantly semester- and academic year-length experiences that are facilitated by third party providers and/or involve direct enrollment in international universities. Finally, in late January 2011 Albion was invited and agreed to participate in a second research project sponsored by the GLCA. The goal of this project is to identify the costs and revenues associated with study abroad programs and develop a financial template to help colleges compare and evaluate the costs and revenues associated with various study abroad program types and designs.

In addition to survey data and off-campus program site visits, we look to other information sources for guidance in reviewing our Albion-approved offerings. The sources include student interest, inquiries, and one-time-approval petitions; academic major, concentration, and subject area concerns (e.g., the Gerstacker and Ford Institutes, Department of Modern Languages and Cultures, International Studies, etc.); or college programming needs (e.g., the Albion Advantage).

Findings from the 2009 international student post-orientation survey, plus feedback from Albion faculty and administrative staff, and direct observation of student performance, led to critical changes in the length, pacing, and teaching/delivery styles of the 2010 orientation for first-year international students. The orientation was extended from four days (including SOAR) to eight days (including SOAR). Sessions were less intense but still content-driven; more interactive; used multiple formats to emphasize important skills; focused on team building, making friends, and adjusting to American culture; emphasized the use of English rather than the home language; and included an additional half-day session that focused on the Albion College and American academic culture and expectations. The expanded orientation program also took into account issues such as jet lag and individual needs of students to adapt to their Albion environment before the formal start of classes. Prior to the collection of the post-orientation survey data, informal assessment of first-year international student learning during the Fall 2009 (based on observation of and interaction with the international students, feedback from faculty about problems that international students were encountering in their classes, mid-term grade reports, and one-on-one meetings with students) contributed to the argument for hiring a part-time ESL coordinator and development of the English for Academic Purposes classes (listed in Item 5 under international student engagement). This type of multiple source informal data collection and monitoring also contributes to the selection of International Coffee Hour themes and issues that may be addressed in large group, small group or individual meetings with international students.