

2016

Evaluating the Application of Program Outcomes to Study Abroad Experiences

Patricia Joanne Smith

University of Central Arkansas, psmith@uca.edu

Lawrence J. Mrozek

University of Central Arkansas

Follow this and additional works at: <http://digitalcommons.unl.edu/nchchip>

 Part of the [Curriculum and Instruction Commons](#), [Educational Methods Commons](#), and the [Gifted Education Commons](#)

Smith, Patricia Joanne and Mrozek, Lawrence J., "Evaluating the Application of Program Outcomes to Study Abroad Experiences" (2016). *Honors in Practice -- Online Archive*. 249.
<http://digitalcommons.unl.edu/nchchip/249>

This Article is brought to you for free and open access by the National Collegiate Honors Council at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Honors in Practice -- Online Archive by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Evaluating the Application of Program Outcomes to Study Abroad Experiences

PATRICIA JOANNE SMITH AND LAWRENCE J. MROZEK

University of Central Arkansas

Study abroad is a critical component of a comprehensive higher education experience in today's global society. The Institute of International Education (IIE) reported that, in 2013–2014, 304,467 U.S. students participated in study abroad. This number has more than tripled over the last two decades, and while short-term study abroad is still the most popular, the number of American students spending a semester or a year abroad is also increasing (IIE). According to Kuh, O'Donnell, and Reed, study abroad has been deemed a high-impact practice, and, as an experiential approach to global learning, study abroad has the power to transform the lives of college students who are given the opportunity to participate and broaden their education.

A search through the 2015 annual conference program of the National Collegiate Honors Council (NCHC) turned up a dozen sessions focusing on the topic of study abroad, demonstrating that a growing number of honors programs and colleges are encouraging or requiring study abroad. Many programs now offer and support honors semesters abroad or organized, faculty-led summer trips. According to Scott, 66% of honors colleges and 44% of

honors programs at four-year institutions support study abroad that includes academic coursework, and many provide financial support to students studying abroad. Given this high level of support, in conjunction with an era of fiscal exigency, examination of the impact and benefits of study abroad is especially important.

Although program outcomes vary, diversity, intercultural competence, and global citizenship are goals shared in some form by many honors programs and colleges. Study abroad is often the most direct way to foster these outcomes because it gives students opportunities to experience unfamiliar settings that promote inclusivity and reduce ethnocentrism, yet global citizenship is not the only area in which a student might experience growth through this type of experience. The purpose of our study is to examine the perceived and documented enrichments to the academic experiences of study abroad students in the Schedler Honors College Travel Abroad Grant (TAG) program. In the article “Building an Honors Education for the Twenty-First Century: Making Connections In and Outside the Classroom,” Alger points out that “at a time when many people have called for greater accountability in higher education, we must be prepared to articulate and assess student learning outcomes much more clearly than we have in the past” (63). Heeding this assertion, honors administrators must be prepared to defend their support of study abroad if they are going to be able to fund these types of experiences in the future.

LITERATURE REVIEW

Creating a strong, effective learning environment is important in developing culturally aware and effective global leaders. Focusing on this kind of learning environment, Perry, Stoner, and Tarrant applied John Dewey’s ideas on educative experiences and critical reflection, along with Mezirow’s phases of transformative learning theory, to study abroad, demonstrating that, “when coupled with an adequate pedagogical framework, short-term study abroad could serve as an educative opportunity for fostering transformative learning environments where new experiences and perspectives may be developed” (682). This type of learning environment is an example of the experiential learning that honors programs and colleges are called on to offer according to the Basic Characteristics of a Fully Developed Honors Program (National Collegiate Honors Council). The NCHC states that a program should emphasize “active learning and participatory education by offering opportunities for students to participate in regional and national conferences, honors

semesters, international programs, community service, internships, undergraduate research, and other types of experiential education” (para. 16).

Previous studies have shown that study abroad increases a student’s motivation for research (Engel & Keeley), global awareness (Grigorescu; Statham), ability to work with others (Olson & Lalley), self-efficacy (Cubillos & Ilvento), second-language acquisition and proficiency (Reynolds-Case; Watson, Siska, & Wolfel), and intercultural effectiveness and cultural competence (Anderson & Lawton; Buckley; Statham). According to Burkholder, participants in study abroad have also exhibited stronger coping mechanisms for stress, such as “positive reinforcement and growth, along with religious coping” (para. 5), as compared to students in other domestic classes who were more likely to use substances to cope.

Specific, distinct guidelines for all participants and faculty are crucial to creating a positive experience, especially for students who have never traveled abroad (Fabregas Janeiro, López Fabre, & Rosete; Mills, Deviney, & Ball). In addition, advisors need to be careful about putting students in a cultural immersion that may be overwhelming and cause undue stress (Mills et al.). However, anxiety about the unknown and unfamiliar, in itself, may not be as much of a factor (Heffron & Maresco).

Factors Influencing Study Abroad

Although participation in study abroad programs is increasing, disparity still exists in who participates. White women students make up disproportionately more of the participants in college study abroad (IIE; Pope, Sánchez, Lehnert, & Schmid; Salisbury, Paulsen, & Pascarella) although moderate increases have occurred recently for students of color (IIE). Other students who have been less likely to participate in study abroad experiences include those who acquired low social and cultural capital prior to college or have fewer resources (Pope et al.; Salisbury, Umbach, et al.); are older (Pope et al.); have social anxiety about, for instance, participating without their friends (Heffron & Maresco); have parents who have not traveled abroad (Pope et al.); or majored in STEM, business or education (Salisbury, Umbach, et al.). Other studies have found a stronger interest in globalization and the idea of study abroad among business majors (Mills et al.; Olson & Lalley; Walker, Bukenya, & Thomas).

Deresiewicz found that students showing a preference to study abroad in non-Western rather than Western cultures expressed a desire to learn about “other” cultures (para.7), had previous exposure at home to people of

different cultures, or felt a desire to “repay their privilege,” which the author refers to as “liberal guilt” (para.8). Additionally, students have reported a desire to build their résumé and increase marketable skills (Deresiewicz; Mills et al.; Schwald). Deresiewicz also referred to a desire for authenticity, which is “. . . the feeling of being touched by something real, and what is most real to them is not the past, but the Other” (para. 7). De Jong, Schnusenber, and Goel found that academic and cultural components, as well as the reputation of the professor, can also contribute to the likelihood of participating.

The cost of the program can be a major contributing factor to participation (de Jong et al.; He & Banham; Lukosius & Festervand; Schwald). Lukosius and Festervand stated that the “financial component is an essential part of a study abroad program because most associated activities require financial support” (486) and that funding sources need to be addressed when promoting the program, along with the timing of the study, the student population, and how it is promoted. Organizing or presenting information on scholarships and grants as well as keeping costs to a minimum can greatly enhance the success of the program and the likelihood of participation (de Jong et al.; He & Banham; Schwald).

Assessment

Given the fiscal urgency permeating institutional administrations and the increase in departmental accountability, displaying effectiveness in learning and program outcomes is vital; yet measuring the effectiveness in program outcomes such as diversity, intercultural competence, and global citizenship may not be a simple task. Students may acknowledge that “studying abroad is a profound experience for them, but they find it difficult to articulate the changes they have undergone” (Anderson & Lawton 88). The authors note that the assessment tool can be important to the evaluation process because measuring such indistinct and abstruse concepts as cross-cultural competence can be difficult. Several inventories have been developed over the years that have shown some success, including the Intercultural Development Inventory (IDI) and Global Perspective Inventory (GPI). The IDI (Hammer; Hammer, Bennett, & Wiseman) was based on Bennett’s Developmental Model of Intercultural Sensitivity (DMIS), which looked at the development of intercultural competence as a continuum from ethnocentric to ethnorelativistic thinking. Others have used self-reporting assessments to evaluate the impact on cultural understanding and desire to experience more (Cubillos & Ilvento; Olson & Lalley; Reynolds-Case).

Another approach has been using qualitative methods such as reflective journals, which have been found influential in helping students process and gauge their progress and development (Andrew; Stewart) and also in improving their critical writing skills (Stewart). Digital storytelling can be similarly useful in assessing changes in development (Buckner). However, Rubin & Matthews have suggested that the most effective method may be incorporating multiple methods of assessment and measuring student learning outcomes more than program outcomes.

METHODS

The Schedler Honors College developed a self-report instrument to assess the impact of study abroad on students who participated in 2014–2015 with a Travel Abroad Grant (TAG). Administered in the fall semester of 2015, the instrument was sent to 58 students and received a response rate of 94.8% (n=55).

Setting

The Schedler Honors College was established in 1982 at the University of Central Arkansas, a medium-size, four-year, primarily residential university in the Mid-South (Carnegie Foundation). In the fall of 1993, the honors college introduced a grant program to assist honors students' efforts in undergraduate research, internships, and study abroad, with the first grant awarded in the summer of 1994. Undergraduate research and internships are supported through what has become known as the Undergraduate Research Grant for Education (URGE) program while study abroad is supported through the Travel Abroad Grant (TAG) program. The TAG/URGE programs not only add to the education of students but also serve as powerful recruiting tools.

The TAG program provides funding for students to travel abroad for study and research, with the express purpose of enlarging the scope of the undergraduate experience, better preparing honors scholars for post-baccalaureate training, and making the tangible international contact that characterizes the globalization of our society. Students receiving TAG grants can use the funds to study abroad for a semester at one of the university's partner schools; to participate in one of the short-term, faculty-led study abroad trips organized by the university; to participate in a language immersion program sponsored by the university; or to do an independent study abroad trip that the student organizes on his or her own. An anecdotal outcome of the TAG program has

been that honors scholars gain self-confidence, resulting in an increased likelihood of applying to more competitive graduate and professional schools. Over 1,000 TAG grants have been awarded since 1994, averaging \$2,600 per award, approximately 64% of their total costs, with 75% being the maximum total award.

Over the course of the last two decades, the honors college has developed a sophisticated method of awarding funds through a grant application process. Students' applications are scored on a rubric of up to 75 points by a minimum of two committee members; students scoring a minimum average of 50 points are awarded a grant. The average score then becomes the percentage of the total cost that the honors college funds, i.e., a score of 70 out of 75 would mean that the student is awarded 70% of the total cost of the trip. As trip lengths and total costs vary, a percentage of the total cost has worked better than set amounts in awarding the grants. To be eligible to apply, students must have a 3.50 cumulative GPA, but the application process also takes into account the academic merit of the proposed experience, the proposed itinerary or study plans, the student's plan for dissemination, and the total cost of the experience (see Appendix A).

Since 2001, when the honors college began maintaining its grant records digitally, 1,364 TAG and URGE grants have been awarded to 918 of its 1,830 students and, specifically, 994 TAG grants to 768 students. During this time, students who have received TAG funds were retained to graduation at a rate of 95.8% compared to an average completion rate of 64.0% among all honors students. This 20% difference in completion rates cannot be attributed solely to the students' participation in a study abroad program given that the 3.50 GPA requirement to apply for grant funds is higher than the 3.25 GPA that is required to stay in honors, but it does seem to indicate that honors college administrators have been good stewards of the funds awarded.

In addition to tracking completion rates of grant recipients, the administration implemented a process of accountability in which students are expected to send postcards while traveling, submit a written report and photographs of their experiences upon their return, and share their experiences with the honors community through a public presentation. Despite having collected students' reflections through written reports and public presentations of their experiences, little has been done empirically until now to document the impact of the study abroad experience on student development and learning.

Instrument

In the fall of 2015, the honors college administered a 16-item survey to students currently enrolled in the program who had received a TAG grant (see Appendix B). This self-report survey was intended to determine what type of learning might be taking place and to inform the type of learning outcomes assessment called for in a future assessment plan. Students were asked to report whether they believed they had experienced growth in each of the seven areas of program outcomes defined within the honors curriculum: communication, critical inquiry, diversity, ethics, integrative scholarship, interdisciplinary learning, and leadership development. Additionally, the survey collected information on the participants' prior experience with traveling abroad; their motivation for wanting to study abroad; their comfort level with traveling abroad, both before and after the experience; and whether or not they felt that the funding they received from the honors college was sufficient. The survey was expected to take approximately ten minutes to complete.

Participants

The students recruited to participate were currently enrolled juniors and seniors who had previously received TAGs and had had the opportunity to study abroad during their undergraduate collegiate experience. Of the 58 individuals invited to participate, a total of 55 completed the survey, with a total response rate of 94.8%. Of the 58 individuals, 74.1% (n=43) were female and 25.9% (n=15) were male. For ethnicity/race, 87.9% (n=51) of the respondents were white with 65.5% white women, which is not unlike the findings from other research focused on study abroad (IIE; Pope et al.; Salisbury, Paulsen, & Pascarella). Regarding areas of academic concentration, 27.6% (n=16) were majoring in health sciences, 25.9% (n=15) in math and science, 15.5% (n=9) in business, 13.8% (n=8) in fine arts, 13.8% (n=8) in humanities or social sciences, and 3.4% (n=2) in education.

FINDINGS

The survey focused on three primary areas: experience and comfort in traveling abroad, impact on program outcomes, and financial support. For the program outcomes, students rated the level to which they agreed with a provided statement. Two open-ended qualitative questions allowed students to expand on reasons for travel and make additional comments.

Previous Travel Abroad Experience

Forty percent (n=22) of the participants had never traveled outside the country prior to this experience (Q1). Of the 33 who had traveled outside of the country (Q2), 39.4% had only done so once prior, 24.2% twice prior, and 33.4% three or more times prior. As to reasons for prior trips (Q3), 45.5% indicated that the purpose was a family vacation, 33.3% a church/mission trip, 15.2% participation in a student-exchange program, 15.2% school-sponsored trips, and 21.2% some other reason (students could select more than one response; see Figure 1). Of the total sample, 21.8% indicated that their parents had never traveled abroad (Q4).

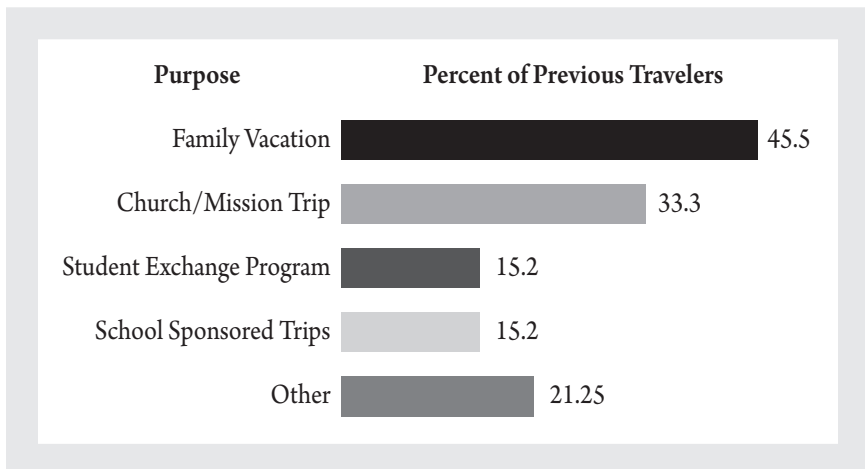
Funding

Participants had received between 50% and 75% of their overall travel costs from TAG, with an average of 64%. Fifty-three students answered the question about whether this funding was sufficient (Q13); 94.3% (n=50) answered yes and 5.7% (n=3) answered no.

Comfort Level in Traveling Abroad

Students were asked to rate their comfort level with traveling abroad both prior to (Q14) and after (Q15) their TAG experience, with 5 being very comfortable and 1 being not at all comfortable (see Figure 2). Their mean score concerning their comfort level in traveling abroad prior to receiving a TAG

FIGURE 1. FOR WHAT PURPOSES HAVE YOU BEEN ABROAD?

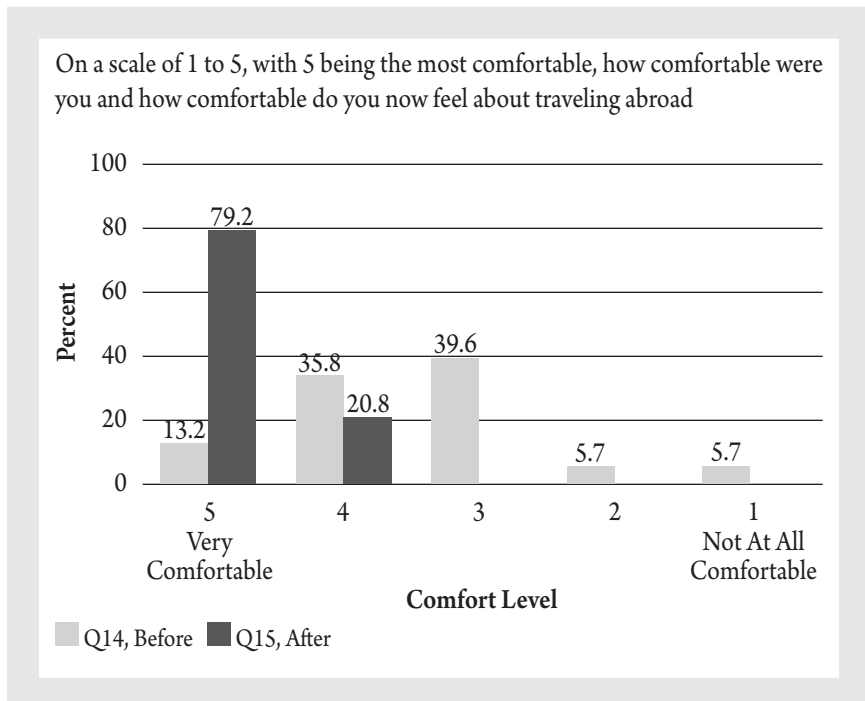


was a 3.45, indicating that they were only somewhat comfortable traveling abroad; however, after the experience their mean rating was a 4.79, with no students selecting lower than a 4, indicating that they were much more comfortable overall with traveling abroad. When comparing students who had never traveled abroad with those who had, the group with prior travel experience originally reported a mean comfort level of 3.73 prior to the experience and 4.90 after returning from their TAG experience. Those who had never traveled abroad prior to the TAG experience rated their comfort level mean as 3.09 prior to the experience and 4.65 upon their return.

Motivations for Traveling Abroad

Students were asked to describe their motivations for wanting to travel abroad in an open-ended question (Q12). Their responses were then reviewed for common themes, which included growth or experience in a variety of capacities: academic, cultural, career, language, personal, and travel. Twenty-seven (49.1%) students identified cultural growth as a motivation, 30.9% travel experience, 21.8% experience with a foreign language, 20% academic

FIGURE 2. COMFORT IN TRAVELING ABROAD



pursuits, 12.7% personal reasons, and 3.6% career growth as their primary motivations.

Impact on Honors College Program Outcomes

The impact on the Schedler Honors College program outcomes were measured by responses to a statement reflecting a development within that particular program outcome; the responses are listed below (see Table 1). Students were asked to rate the impact using a 5-item Likert scale from Strongly Agree to Strongly Disagree. More than 60% of the students strongly agreed with each of the statements; with Leadership Development and Diversity

TABLE 1. SCHEDLER HONORS COLLEGE PROGRAM OUTCOMES AND SURVEY STATEMENTS

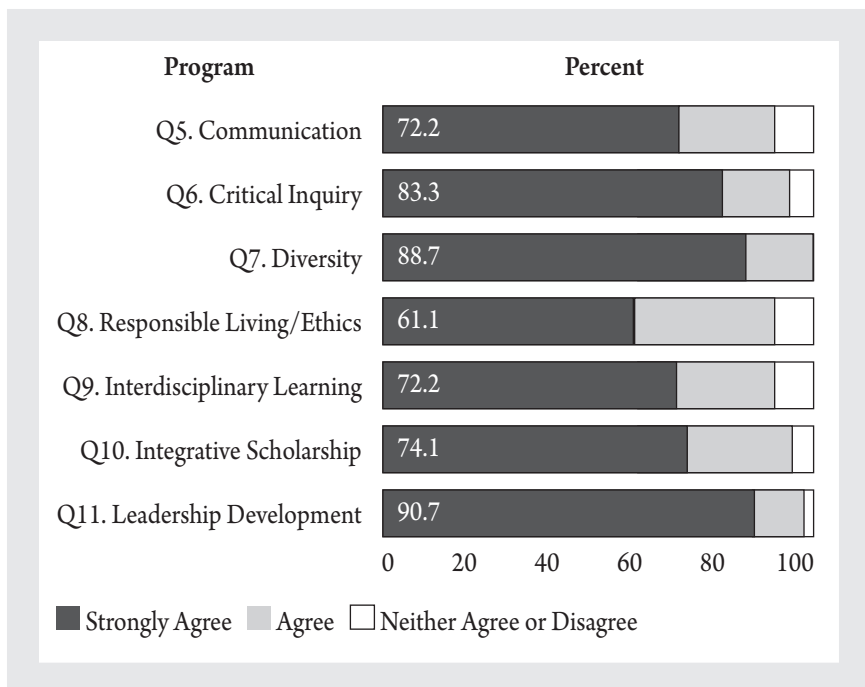
Communication	Q5. I believe that this experience impacted my ability to develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.
Critical Inquiry	Q6. I believe that this experience impacted my ability to analyze new problems and situations to formulate informed opinions and conclusions.
Diversity	Q7. I believe that this experience impacted my ability to analyze familiar cultural assumptions in the context of the world's diverse values, traditions & belief system as well as to analyze the major ideas, techniques & processes that inform creative works within different cultural & historical contexts.
Responsible Living/Ethics	Q8. I believe that this experience impacted my ability to address real-world problems and find ethical solutions for individuals and society.
Interdisciplinary Learning	Q9. I believe that this experience impacted my ability to demonstrate knowledge of examples, facts, or theories from more than one field of study.
Integrative Scholarship	Q10. I believe that this experience impacted my ability to integrate knowledge to express insight and originality through disciplinary or multidisciplinary methodologies.
Leadership Development	Q11. I believe that this experience impacted my ability to demonstrate ownership of one's educational process.

receiving the largest percentage of responses for Strongly Agree: 90.7% and 88.7% respectively. However, all of the students agreed to some extent that the study abroad experience impacted their understanding of diversity, and 98.1% agreed that their leadership was also impacted (see Figure 3). No student responded with Disagree or Strongly Disagree for any of the program outcomes.

DISCUSSION

In addition to serving the goal of offering experiential education to honors students, many honors programs and colleges have come to realize what Cubillos and Ilvento pointed out: that offering support for “study abroad has great potential as a recruitment and retention tool” (505). As honors programs develop resources to offer this support through either their university or development funds, honors administrators need to demonstrate the effects on student development and show fiscal responsibility. To measure the impact that study abroad has on a student, we must look beyond completion rates

FIGURE 3. IMPACT OF STUDY ABROAD ON HONORS COLLEGE PROGRAM LEARNING OUTCOMES



and begin to focus on its transformative impact. Our survey focused on three primary areas with regard to the student: experience and comfort in traveling abroad; impact on student learning; and financial support. Though this survey did not provide a direct assessment of program outcomes, the results offer valuable insights about the direction that future assessment and research regarding study abroad should take.

Assessment of Student Learning

All of the survey participants reported that they experienced at least some growth in Diversity, influencing their “ability to analyze familiar cultural assumptions in the context of the world’s diverse values, traditions & belief system as well as to analyze the major ideas, techniques & processes that inform creative works within different cultural & historical contexts.” Additionally, 98.1% of students agreed that they had experienced growth in Leadership Development, an area that the honors college faculty plans to relabel *Intellectual Autonomy* to better reflect the program outcome statement “I believe that this experience impacted my ability to demonstrate ownership of [my] educational process.” Going forward, the program needs to identify a means of capturing diversity and autonomy of learning through direct assessment. An example might be to have students write a reflective report upon their return, using a prompt that asks them to address these two areas specifically. A pre-test and post-test could also be administered.

The use of self-reported, indirect assessment has allowed the honors college to narrow the focus from all seven program outcomes to the primary two in which the majority of students report experiencing growth: Diversity and Intellectual Autonomy. This assessment will allow more development of direct measurements in the future, an important benefit given faculty time constraints in implementing a comprehensive assessment for all program outcomes. Additionally, the assessment will be valuable in monitoring these two program outcomes for all honors students and determine to what extent, if any, students who had the opportunity to receive a TAG are more likely to reach proficiency or mastery of these program outcomes.

Student Efficacy and Experience

In addition to allowing students to report on their learning, this instrument also gauged their experience and comfort with traveling abroad. Students were asked whether they had traveled abroad prior to this opportunity and,

if so, for what purpose and on how many occasions. Students were asked whether their parents had ever traveled abroad. They were also asked to report their level of comfort with traveling abroad both before and after their TAG experience.

Using 2013 data from the U.S. State Department, Stabile reported that only 22% of Arkansas residents have a valid passport, the third lowest percentage in the country; in contrast, nearly 62% of honors students surveyed had previously traveled abroad, with nearly one-third of the students having traveled abroad three or more times. Some students who had traveled outside the country prior to receiving a TAG from honors reported traveling for a religious purpose, such as a church/mission trip (33.3%), or an academic purpose, such as a student exchange program (15.2%) or a school sponsored trip (15.2%), but the most common reason reported was as a family vacation (45.5%). This prior travel experience may reflect that students applying for TAG grants are among the more wealthy students in the program, a possibility that is reinforced by the fact that more than three-quarters of the students reported that their parents had also traveled outside of the country.

Students who had previously traveled abroad did not report a significantly higher comfort level prior to their TAG experience than those who had no prior experience, 3.73 compared to 3.09. The small comfort level of experienced travelers likely results from either the greater length of stay or the level of independence that the students experienced on the TAG trip versus the likely experience that they would have had on a family vacation or church/mission trip, for example, or from the idea of traveling with unfamiliar participants (Heffron & Maresco). In contrast, however, students who had previously participated in a student exchange program had rated their comfort level as 4.0 prior to their TAG experience, having likely experienced a longer trip with more independence. After the TAG experience, the resulting comfort level was again similar for students who had prior experience versus those who had not (4.90 to 4.79 respectively), both groups showing a substantial increase in their comfort level with traveling abroad. The students' comfort level is an important indicator of their self-efficacy in regard to travel, so a significant outcome is that all students reported comfort in travel abroad upon their return, with no one selecting lower than a 4. Future tracking will compare comfort levels based on the type of TAG trip—i.e., a semester at a partner school, faculty-led trip, or independently planned trip—in addition to pre- and post-trip tests.

Lastly, this instrument was used to determine whether students were satisfied with the funding they received. Ninety-four percent of students indicated that the funding from the honors college was sufficient. Considering that students were receiving between 50% and 75% of their overall travel costs from TAG, with the average being 64%, further investigation is needed into their other sources of funding. At this time, the honors college does not factor the student's financial need into their decision on how much to fund. If it were to be discovered that students from low-income homes were less likely to apply due to not being able to make up the difference in cost, the program might wish to change that practice, perhaps creating a supplemental fund to assist with the travel expenses of students with greater financial need.

CONCLUSION

Honors programs and colleges will likely continue to support study abroad because it has documented benefits for students and also serves as a recruitment tool. As more programs begin to gain control over their own funding to support these programs, however, honors administrators must be able to document not only sound fiscal responsibility but also the impact on student learning. Showing to what extent students report being comfortable with traveling abroad is one area of self-efficacy. Future assessments can identify other areas of perceived gains in efficacy to determine where students are experiencing growth.

Our survey proved a valuable pilot tool in evaluating the impact of the TAG program on students and their development. This attempt to apply the program's established outcomes was a good first step toward developing a more inclusive plan to assess student learning as a result of their participation in a TAG program. The administration was able to identify two primary program outcomes in which nearly all students reported experiencing growth; however, other areas for improvement need future evaluation. One option might be to use a pre-test and post-test to get a more accurate reflection of the students' resonance at the time. Rubin and Matthews have suggested the value of listing learning outcomes—i.e., "I believe that this experience impacted my ability to analyze familiar cultural assumptions in the context of the world's diverse values, traditions & belief systems"—rather than program outcomes such as "Diversity" in order to avoid the possibility that students' values might conflict with the words used and unduly affect their rating. Another option could include asking students to respond to a prompt for a reflective essay that will then be evaluated for growth in the two identified domains.

Using a tool such as this survey can be important for demonstrating the effectiveness and impact of a program in order to justify fiscal and personnel resources as well as for improving student learning, yet a more comprehensive evaluation would be a better strategy. A mixed methods approach that includes triangulating multiple data sources (Rubin & Matthews), e.g., graduation rates, journals, and surveys, would help provide insights that might not be possible through a single method. Also helpful would be looking at identified program outcomes at the completion of the honors program and noting whether students who participated expressed greater growth in these domains than those who did not.

Moving forward, this type of program assessment should be conducted not just to justify our support for study abroad but also to offer greater opportunities for student growth. Once an effective assessment tool can be devised that is fitting to the outcomes of the program, then the implementation of the assessment will allow our programs to identify areas of improvement. With the need for developing global citizens as a part of a flourishing learning environment, working to ensure that students receive maximum benefits from their study abroad experience is crucial to an exemplary honors program.

REFERENCES

- Alger, J. (2015). Building an honors education for the twenty-first century: Making connections in and outside the classroom. *Journal of the National Collegiate Honors Council*, 16(2), 59–64. Retrieved from <<http://digital-commons.unl.edu/nhcjournal/444>>
- Anderson, P. H., & Lawton, L. (2011). Intercultural development: Study abroad vs. on-campus study. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 21, 86–108.
- Andrew, M. (2011). “Like a newborn baby”: Using journals to record changing identities beyond the classroom. *TESL Canada Journal*, 29(1), 57–76.
- Bennett, M. J. (1986). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Cross-cultural orientation: New conceptualizations and applications* (pp. 27–70). New York, NY: University Press of America.
- Buckley, K. (2015). *The long term effects of studying abroad*. (EdD Dissertation), Trevecca Nazarene University. Available at ProQuest Dissertations & Theses Global database. (No. 3706808)

- Buckner, M. J. (2015). *Investigating digital storytelling as an assessment practice in study abroad programs*. (PhD Dissertation), The University of Arizona. Available from ProQuest Dissertations & Theses Global database. (No. 3722295)
- Burkholder, C. (2015, November 13). Perceived independence before and after a study abroad. Paper presented at the annual conference of the National Collegiate Honors Council, Chicago, IL.
- Carnegie Foundation. (2011). Classification description: Institution lookup. *Carnegie Foundation for the Advancement of Teaching*. Retrieved from <http://carnegieclassifications.iu.edu/lookup_listings/institution.php>
- Cubillos, J. H., & Ilvento, T. (2012). The impact of study abroad on students' self-efficacy perceptions. *Foreign Language Annals*, 45, 494–511.
- de Jong, P., Schnusenberg, O., & Goel, L. (2010). Marketing study abroad programs effectively: What do American business students think? *Journal of International Education in Business*, 3(1/2), 34–52. doi: 10.1108/18363261011106876
- Deresiewicz, W. (2009, July 24). Beyond Europe: The new student travel. *The Chronicle of Higher Education*, 55(42). Retrieved from <<http://chronicle.com>>
- Dewey, J. (1938). *Experience and education*. New York, NY: Collier Books.
- Engel, S., & Keeley, H. (2015). Honors inquiry in Ireland: Developing a research-based study abroad experience for honors students. *Honors in Practice*, 11, 133–146.
- Fabregas Janeiro, M. G., López Fabre, R., & Rosete, R. T. (2012). Developing successful international faculty led program. *US-China Education Review*, B 4, 375–382.
- Grigorescu, C. (2015). *Undergraduate students' perceptions of study abroad and their level of achievement of global learning outcomes*. (EdD Dissertation), Florida International University. Available at ProQuest Dissertations & Theses Global database. (No. 3721483)
- Hammer, M. R. (2012). The intercultural development inventory. In M. Vandenberg, R. M. Paige, & K. H. Lou (Eds.), *Student learning abroad* (pp. 115–136). Sterling, VA: Stylus Publishing.

- Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations*, 27, 421–443.
- He, Y., & Banham, H. (2011). Education destination determinants of Chinese students. *Journal of International Education Research*, 7(4), 19–32.
- Heffron, S., & Maresco, P. A. (2014). The value of international experiences for business students: Measuring business student attitudes toward study abroad. *Journal of International Students*, 4, 351–362.
- Institute of International Education. (2015). U.S. study abroad: All destinations. *Open Doors Data*. Retrieved from <<http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad/All-Destinations/2012-14>>
- Kuh, G. D., O'Donnell, K., & Reed, S. (2013). *Ensuring quality & taking high-impact practices to scale*. Washington, DC: American Association of Colleges & Universities.
- Lukosius, V., & Festervand, T. A. (2013). Marketing study abroad programs: A student recruitment model. *American Journal of Business Education*, 6, 483–494.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.
- Mills, L. H., Deviney, D., & Ball, B. (2010). Short-term study abroad programs: A diversity of options. *The Journal of Human Resource and Adult Learning*, 6(2), 1–13.
- National Collegiate Honors Council. (2015). Basic characteristics of a fully developed honors program. Retrieved from <<http://nchchonors.org/faculty-directors/basic-characteristics-of-a-fully-developed-honors-program>>
- National Collegiate Honors Council. (2015). Make no little plans: NCHC 2105 conference program. Retrieved from <<http://nchchonors.org/files/2015-Conference-Program-10-21.pdf>>
- Olson, J. E., & Lalley, K. (2012). Evaluating a short-term, first-year study abroad program for business and engineering undergraduates: Understanding the student learning experience. *Journal of Education for Business*, 87(6), 325–332.

- Perry, L., Stoner, L., & Tarrant, M. (2012). More than a vacation: Short-term study abroad as a critically reflective, transformative learning experience. *Scientific Research, 3*, 679–683.
- Pope, J. A., Sánchez, C. M., Lehnert, K., & Schmid, A. S. (2014). Why do Gen Y students study abroad? Individual growth and the intent to study abroad. *Journal of Teaching in International Business, 25*(2), 97–118.
- Reynolds-Case, A. (2013). The value of short-term study abroad: An increase in students' cultural and pragmatic competency. *Foreign Language Annals, 46*, 311–322.
- Rubin, D. L., & Matthews, P. H. (2013). Learning outcomes assessment: Extrapolating from study abroad to international service-learning. *Journal of Higher Education Outreach and Engagement, 17*(2), 67–86.
- Salisbury, M. H., Paulsen, M. B., & Pascarella, E. T. (2010). Why do all the study abroad students look alike? Using an integrated student choice model to explore differences in the development of White and minority students' intent to study abroad. Paper presented at the Annual Forum of the Association for Institutional Research, Chicago, IL. Retrieved from <<http://files.eric.ed.gov/fulltext/ED520496.pdf>>
- Salisbury, M. H., Umbach, P. D., Paulsen, M. B., & Pascarella, E. T. (2009). Going global: Understanding the choice process of the intent to study abroad. *Research in Higher Education, 50*, 119–143.
- Schwald, R. (2012). Toward a new practice of internationalization: A case study on a short-term study abroad program at European institutions of higher education. *Review of European Studies, 4*(2), 44–55. doi: 10.5539/res.v4n2p44
- Scott, R. I. (2013, February). President's column. *National Collegiate Honors Council Newsletter*. Retrieved from <<http://nchchonors.org/news/february-2013/#president>>
- Stabile, M. (2014, February 9). How many Americans have a passport? *The Expeditioner*. Retrieved from <<http://www.theexpeditioner.com/2010/02/17/how-many-americans-have-a-passport-2>>
- Statham, R. D. (2015). *Analyzing the impact of study abroad: A national study on student learning outcomes*. (EdD Dissertation), California State University, Fresno. Available at ProQuest Dissertations & Theses Global database. (No. 3705045)

- Stewart, J. A. (2010). Using e-journals to assess students' language awareness and social identity during study abroad. *Foreign Language Annals*, 43(1), 138–159.
- Walker, S., Bukenya, J. O., & Thomas, T. (2011). Examining students' perceptions of globalization and study abroad programs at HBCUs. *US-China Education Review, B 1*, 77–88. Retrieved from <<http://files.eric.ed.gov/fulltext/ED522212.pdf>>
- Watson, J. R., Siska, P., & Wolfel, R. L. (2013). Assessing gains in language proficiency, cross-cultural competence, and regional awareness during study abroad: A preliminary study. *Foreign Language Annals*, 46, 62–79.
-

The authors may be contacted at
psmith@uca.edu.

APPENDIX A

Honors Grant Application

The Honors Grant Application asks students to provide the following information:

1. Grant Type and Sub-Type

a. TAG

- i. STSA-Short-Term Study Abroad
- ii. IEP-Internal Exchange Program
- iii. EEP-External Exchange Program

b. URGE

- i. Research
- ii. Internship
- iii. Other

2. Departure and Return Dates

3. Total and Requested Amounts

4. Proposal (score of 75 points total)

- Abstract, 100–200 words (5pts)
- Rationale (40pts total):
 - ◇ Academic Merit/Educational Benefits, 200–400 words (20pts)—A statement detailing the academically enriching experience the student will receive by participating in this experience with specific attention to how the experience relates to future educational or career aspirations or future research, such as a thesis project
 - ◇ Course Credit (5pts)—A list of credit the student will receive—including, but not limited to course credit in the major or minor that will be received
 - ◇ Impact of Experience (10pts)—A persuasive personal statement of how the student will be influenced or affected by the proposed opportunity
 - ◇ Plan for Dissemination (5pts)—A statement of how the proposed experience will have a larger impact on the Honors community, including, but not limited to a publication, conference presentation, future thesis research, a soapbox presentation, a poster presentation, or other ideas for sharing the student experience

EVALUATING THE APPLICATION OF PROGRAM OUTCOMES TO STUDY ABROAD EXPERIENCES

- Budget (15pts)—An itemized budget is provided with rationale for each expenditure; and it is clear that each expenditure is necessary for the experience; plus shows evidence of individual, family, community, or additional grant support
- Itinerary/Study plans (10pts)—Comprehensive statement of travel plans, stating destination(s) and dates or a plan detailing internship or research experience
- Vita (5pts)—Indicates major, current GPA, Honors seminars completed, major papers written, undergraduate publications and/or public presentations, scholarships, grants, and awards received

APPENDIX B

TAG Assessment Survey Questions

1. Prior to receiving this TAG, had you ever traveled abroad?
Yes
No
Skip Logic: If No Is Selected, then skip to Question #4.
2. How many times had you been abroad prior to receiving your TAG?
1
2
3
4
more than 4
3. For what purposes have you been abroad? (mark all that apply)
Church/Mission Trip
Family Vacation
Student Exchange Program
Other
4. Have your parents ever traveled abroad?
Yes
No

For each of the following questions, select the response that best describes your feelings toward the statement:

5. Communication: I believe that this experience impacted my ability to develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.
Strongly Agree
Agree
Neither Agree nor Disagree
Disagree
Strongly Disagree
6. Critical Inquiry: I believe that this experience impacted my ability to analyze new problems and situations to formulate informed opinions and conclusions.
Strongly Agree
Agree
Neither Agree nor Disagree
Disagree
Strongly Disagree

7. Diversity: I believe that this experience impacted my ability to analyze familiar cultural assumptions in the context of the world's diverse values, traditions & belief system as well as to analyze the major ideas, techniques & processes that inform creative works within different cultural & historical contexts.

Strongly Agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

8. Responsible Living/Ethics: I believe that this experience impacted my ability to address real-world problems and find ethical solutions for individuals and society.

Strongly Agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

9. Interdisciplinary Learning: I believe that this experience impacted my ability to demonstrate knowledge of examples, facts, or theories from more than one field of study.

Strongly Agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

10. Integrative Scholarship: I believe that this experience impacted my ability to integrate knowledge to express insight and originality through disciplinary or multi-disciplinary methodologies.

Strongly Agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

11. Leadership Development: I believe that this experience impacted my ability to demonstrate ownership of one's educational process.

Strongly Agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

12. What was your primary motivation for wanting to travel abroad?

13. Do you feel the funding you received from Honors was sufficient to support your experience?

Yes

No

14. On a scale of 1 to 5, with 5 being the most comfortable, how comfortable were you with traveling abroad prior to this opportunity?

5, very comfortable

4

3

2

1, not at all comfortable

15. On a scale of 1 to 5, with 5 being the most comfortable, how comfortable do you now feel about traveling abroad after this experience?

5, very comfortable

4

3

2

1, not at all comfortable

16. Any final comments or thoughts about the assessment instrument?
