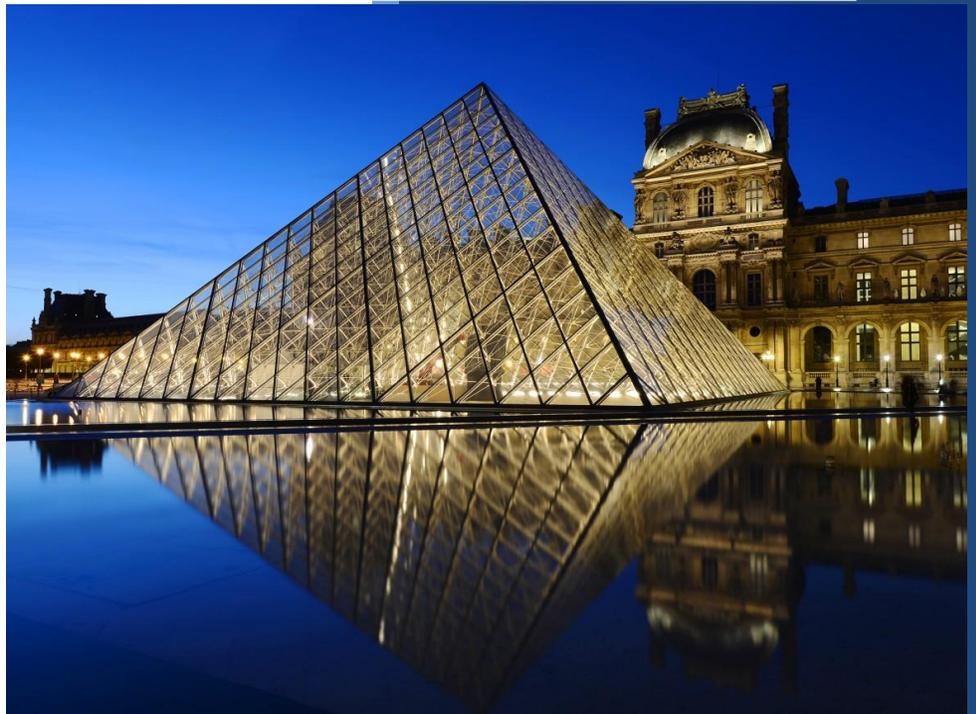


2015

Yvonne and Kay Whitmore Global Management Center Evaluation Report



Garrett Stone, M.S.

1/15/2015

CONTENTS

EXECUTIVE SUMMARY	4
ACKNOWLEDGEMENTS	5
EVALUATION OVERVIEW	6
EVALUATION PROCEDURES.....	6
DESIGN	6
FINDINGS	7
DESCRIPTION OF SAMPLE	7
RECRUITMENT STRATEGIES	9
PREPATORY COURSE.....	9
STRENGTHS	9
AREAS FOR GROWTH.....	10
PROGRAM PROCESSES	11
ORGANIZATION.....	11
LEARNING ACTIVITIES	12
LEARNING PHASES	19
PROGRAM IMPACTS.....	20
SUMMARY OF CHANGES	20
TRAVEL EFFICACY	21
INTERCULTURAL COMPETENCE	21
INTENTIONS	22
BUSINESS COMPETENCE.....	23
COMMENTS	24
CONCLUSIONS AND IMPLICATIONS.....	25
LIMITATIONS.....	25

TABLES

Table 1. Demographics.....	7
Table 2. Programs and Prior Experience.....	8
Table 3. Effectiveness of Recruitment Strategies.....	9
Table 4. Study Abroad Learning Activities.....	12
Table 5. Transformative Learning Outcomes and Activities.....	19
Table 6. Construct Names and Definitions.....	20

FIGURES

Figure 1. Effectiveness of IAS Preparatory Course.....	10
Figure 2. Summary of Organizational Aspects.....	11
Figure 3. Sample IPA.....	13
Figure 4. Accounting Program IPA.....	14
Figure 5. Asia Program IPA.....	15
Figure 6. Global Business Program IPA.....	16
Figure 7. Europe Program IPA.....	17
Figure 8. Recreation Management Program IPA.....	18
Figure 9. Summary of Outcome Changes.....	20
Figure 10. Travel Efficacy Improvements by Program.....	21
Figure 11. Intercultural Competency Improvements by Program.....	21
Figure 12. Intention Improvements by Program.....	22
Figure 13. Summary of Specific Intentions.....	22
Figure 14. Business Competencies.....	23

EXECUTIVE SUMMARY

This evaluation was commissioned by the Yvonne and Kay Whitmore Global Management Center (GMC) in conjunction with the Department of Youth and Family Recreation at Brigham Young University and the Department of Parks, Recreation, and Tourism Management at Clemson University. *The purpose* of this evaluation was 1) to assess the effectiveness of current recruitment strategies, preparatory courses, and program operations, and 2) to explore the impact of the program in terms of both student outcomes; e.g. travel efficacy or intercultural competence, and program delivery; e.g. satisfaction.

Recruitment

Presenting in the classroom, advertising at the Kennedy Center Information Fair, and spreading information via word of mouth (past participants, non-participants, and faculty) seem to be the most effective forms of recruitment. Digital signage and information sessions appear to be the least effective ways to disseminate information about and recruit for study abroad.

Preparatory Courses

Students were required to enroll in an International and Area Studies (IAS) course aimed at preparing them for their overseas experience. Students generally indicated that these courses provided adequate preparation in terms of safety issues, travel tips, and cultural knowledge; however, some students expressed that aspects of the courses were irrelevant or could have provided more opportunities for group forming and engagement.

Operations

In general, students were pleased with the logistical operations of the study abroad program. Concerns stemmed from unclear or unmet expectations related to the type of accommodations, the cost of meals, and the occasional lack of appropriate transportation or directions.

Outcomes

Increases were observed on all outcome measures. Participation in GMC study abroad programs was associated with significant increases in travel efficacy, intercultural competence, and intentions. Increases in international business competence were also observed.

Participants from all programs demonstrated an increased desire or intention to travel, work internationally, pursue additional language training, or go on to complete additional international coursework and certifications at Brigham Young University. Fewer individuals expressed interest in obtaining the foreign language certificate offered by the humanities department, though average increases were reported here as well.

Students also appeared to be highly satisfied with the learning activities provided, with the exception of few program specific exceptions which will be discussed hereafter.

ACKNOWLEDGEMENTS

We would like to thank those who participated in the study and provided added value in the form of follow-up interviews and responses. We also wish to express our gratitude to Dr. Irv Black, the late director of the Yvonne and Kay Whitmore Global Management Center, and Bruce R. Money, the current Executive Director of the Center, for their supporting roles in this endeavor. A special thanks goes out to Program Director Lauren Ricks and Study Abroad Specialist Allison Jardine, who acted as liaisons and resources throughout the evaluation process.

EVALUATION OVERVIEW

In line with global trends, the Marriott School of Management and subsequently the Yvonne and Kay Whitmore Global Management Center (GMC) aim to internationalize their students—to equip them with the confidence and competence required to succeed and function in an increasingly globalized economy. In an effort to realize this objective, the GMC provides international programs including: international internships, work experience, and study programs.ⁱ

This evaluation is the second iteration of an effort to answer important questions regarding the study abroad experience in the Marriott School of Management. For example, what percent of students studying abroad experience the desired or programmed impacts? How many participants go on to participate in additional international experiences? These and other questions may provide useful information for planning, implementing, and evaluating future study abroad programs.

Additionally, study abroad programs require a significant financial investment on the part of both students and institutions. At a time when the national debt is climbing and the economy is faltering it has become increasingly difficult to justify these investments. Organizations that can explain and quantify the impacts of their programs with established and credible evaluation techniques, possess a fundamental advantage when seeking to secure funding for international programs.ⁱⁱ

Therefore, the purpose of this study was to assess the impact of participation in study abroad programs on certain identified outcomes and assess the effectiveness of the program implementation and recruitment strategies. Efforts were also made to connect these outcomes to specific learning activities (e.g. reflection, planning, self assessment).

EVALUATION PROCEDURES

Electronic questionnaires were distributed to recent study abroad participants via Qualtrics, a web-based survey distribution resource.ⁱⁱⁱ Data were collected over a four month period, June thru September 2014, and comparisons were drawn between programs.

DESIGN

This survey employed a retrospective pre-test method, allowing students to report how they felt after completing the study abroad program as well as how they would have felt before studying abroad.^{iv}

FINDINGS

DESCRIPTION OF SAMPLE

Surveys were collected from 42 students who participated in short-term (2-6 week) study abroad programs through the GMC during the summer of 2014. Table 1 provides a summary of the respondent demographics. In general, the survey respondents were single, white, males, aged 20-24.

Table 1: Demographic Information

Trait	Percentage
Gender	
Male	69%
Female	31%
Age	
18-19	5%
20-24	81%
25-29	14%
Ethnicity	
White	86%
Hispanic	7%
Asian	4%
NA	3%
Marital Status	
Single	93%
Married	5%
Other	2%
Highest Education	
High School	83%
Associate	10%
Master's	2%
Other	5%
Major	
Accounting	26%
Finance	34%
Recreation M	24%
Business M	10%
Marketing	7%
ISYS	2%
Org B	2%

Most students studied abroad within their first two years or eight semesters at university. While the majority of participants were recruited within the Marriott School of Management, a

percentage were recruited from other disciplines or majors including communications disorders (2.4%), psychology (2.4%), and early childhood education (4.8%). Targeted follow up with these students may provide useful information regarding recruitment outside the college.

Table 2 lists the names of the 5 study abroad programs that operated during the summer of 2014 and the percent of the 42 total respondents represented from each program. Though not the case here, program differences can often result in differences in outcomes for participants.

Other factors that affect outcomes include individual motivations for travelling and prior travel experience. Table 2 outlines the percentage of individuals who travelled prior to studying abroad at BYU or who had prior language experience, and distinguishes between motivations for travelling.

Table 2: Program and Prior Experience

Attribute	Percentage
Program	
Asia	31%
Accounting	21%
Europe	10%
Global Bus	24%
Recreation M	14%
Prior Travel	
Yes	76%
No	24%
Prior Language	
Yes	17%
No	83%
Motivations	
Career	83%
Academic	76%
Recreation	76%
Other	14%

Note that some students reported multiple motivations for travelling. Other reasons for travel typically revolved around personal or spiritual development, service, relationship building, or goal realization.

RECRUITMENT STRATEGIES

Students were asked to report how they heard about the GMC study abroad programs. Table 3 highlights the primary sources of recruitment and is followed by recommendations for other forms of recruitment.

Table 3: Effectiveness of Recruitment Strategies

Recruitment Strategy	Percent of Respondents
Information Session	2%
Email	8.2%
Posters in Hallway	12.3%
Information Booth in Atrium	4.1%
Digital Signage	0%
In Class Presentation	20.3%
Past Participant	16.3%
Kennedy Center Fair	18.4%
Other	18.4%

It would appear that recruitment via digital signage, information sessions, and the information booths in the atrium are not the most effective strategies and ought to be reconsidered.

Those who indicated they had been recruited via an alternative means listed word of mouth (12%) and web browsing (6%) of the GMC and Kennedy Center sites as other means to enlist future students.

PREPATORY COURSE

The course is designed to prepare students with relevant information about how to be culturally sensitive, safe, and knowledgeable travelers. The course is also intended to serve as a grounds for facilitating forming, storming, and norming processes for the group.

Strengths

Students were asked to respond to five statements about the effectiveness of the International and Area Studies (IAS) preparatory course. Statements included phrases like "Increased New Knowledge and Awareness" and were measured on a 6 point scale where 0 meant "the statement does not describe my feelings at all" and 6 meant "it describes my feelings perfectly." Results are presented in Figure 1.

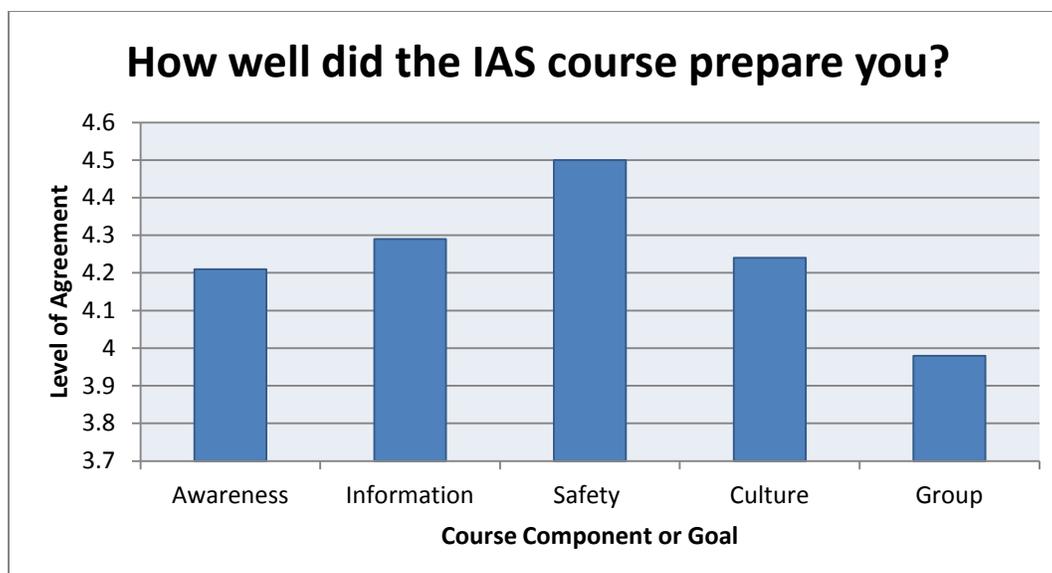


Figure 1: Effectiveness of IAS Preparation Course

Students reported that the class was most successful at preparing them to travel safely and least successful at helping establish group rapport.

Areas for Growth

In addition to reporting on the effectiveness of IAS in meeting its goals, students were asked to suggest areas for improvement. These suggestions fell into the following three categories: relevance, culture and learning activities, and group forming. Representative quotes and ideas are included below to specify how each category might be improved.

Relevance

- "Make the material relevant to what we will experience on the trip"
- "I felt like a lot of it was busy work/just wasting time. It didn't really prepare me at all"

Culture and Learning Activities

- "Spend more time talking about cultural differences between each country. "
- Incorporate more active and social learning activities. Students recommended role playing, group activities, group projects.

Group Forming

- "More time to talk with everyone in the class, not just your little assigned group for projects."
- "More interaction with classmates to get to know each other faster."

PROGRAM PROCESSES

ORGANIZATION

Students were asked to evaluate the trip in terms of how well organized (1 being "poorly organized" and 5 being "very well organized") the accommodations, food, and transportation were (see Figure 2).

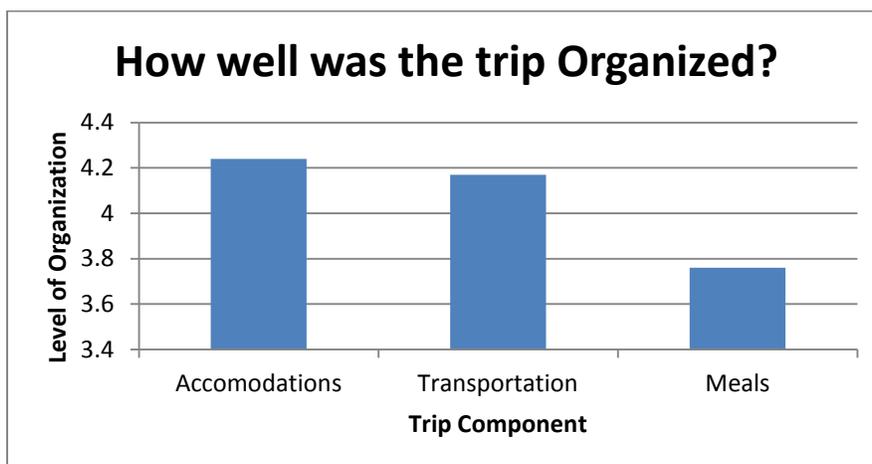


Figure 2: Summary of Organizational Aspects

Students generally gave positive reports about the trip, one student saying "I would do it all again;" however, students were also asked to make recommendations about how the trip organization could have been improved. Concerns that arose had to do with 1) unmet or unclear expectations about food and accommodations and 2) logistical challenges and opportunities related to transportation.

1. Expectations

One of the more consistent complaints had to do with *food*. Many students expected more food or better food options were going to be provided and were disappointed when this was not the case. Others were concerned that they were inadequately prepared for the types of *accommodations* and didn't come equipped with the proper *supplies* (like towels) for the trip.

2. Logistics

Many students commented on the *transportation*. These comments generally focused on frustrations with getting *lost*, scouting areas as a *larger group* rather than sending faculty ahead to ascertain information, and trying to utilize *alternative transportation* options (bikes instead of buses). While some students were frustrated in these situations, others saw it as an opportunity to figure it out on their own and develop travel efficacy.

LEARNING ACTIVITIES

Prior to the trip, faculty were asked to report the type of learning activities they incorporate into their study abroad programs. A comprehensive list of activities (see Table 4) was developed and students were asked to report on how important and how well executed each activity was in terms of their learning, on a scale from 1 to 10, 1 being "Not important at all" or "Not at all satisfied" and 10 being "very important" or "very satisfied".

Plotting the average importance and performance values for each activity, called importance performance analysis (IPA), can help program directors and facilitators identify where they are doing well and where they need to concentrate their efforts to improve. Figures 3 thru 8 illustrate the IPA results for the total sample of respondents and for each program.

Table 4: Study Abroad Learning Activities

Activity	Description
1. Business Site Visit	A site visit to an agency, commission, company, firm or other field-related organization.
2. Business Site Report	A written response or reflection specifically focused on the business site.
3. Case Study	A focused analysis of a specific organization or organizational problem.
4. Cultural Site Visit	A site visit to a cultural artifact including plays, performances, museums, and geographic landmarks
5. Personal Reflection	Journaling or other forms of self initiated self reflection
6. Assigned Reflection	Journaling or reflection assigned to the student and related to the culture, site, or overseas experience specifically.
7. Spiritual Enrichment	Activities such as group prayers, devotionals, or church services.
8. Formal Debriefing	Logistic and intentional review of events and forecasting of daily schedules and expectations.
9. Informal Debriefing	Structured and unstructured group discussion about business, cultural, or lifestyle differences in the country
10. Free Time	Non-Obligatory, non-group time used for travelling, exploring, or reflecting in the host country.

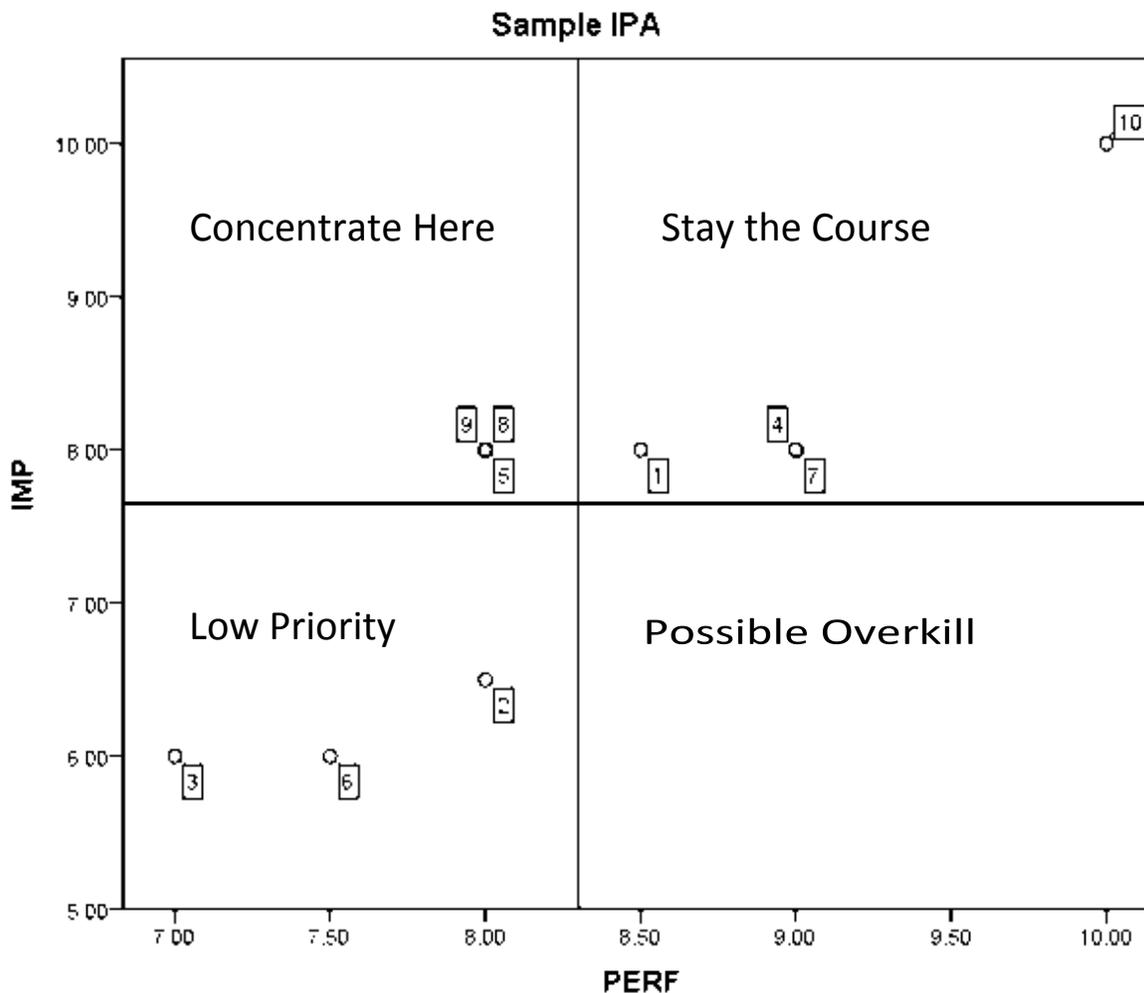


Figure 3: Importance Performance Analysis of the Entire Sample

Concentrate Here

- Investigate the quality of *formal and informal debriefing*, perhaps emphasizing the development of facilitation skills. Dissatisfaction with these learning activities may also connect to concerns regarding lack of group forming time in the prep course and reflect lack of rapport in the group.
- Encourage alternative forms of *journaling* and consider teaching effective journaling and reflection skills as part of the IAS prep course.

Low Priority

- Written assignments (e.g. *site reports, case study*) were generally devalued by students and may need to be revised to emphasize their importance and utility.

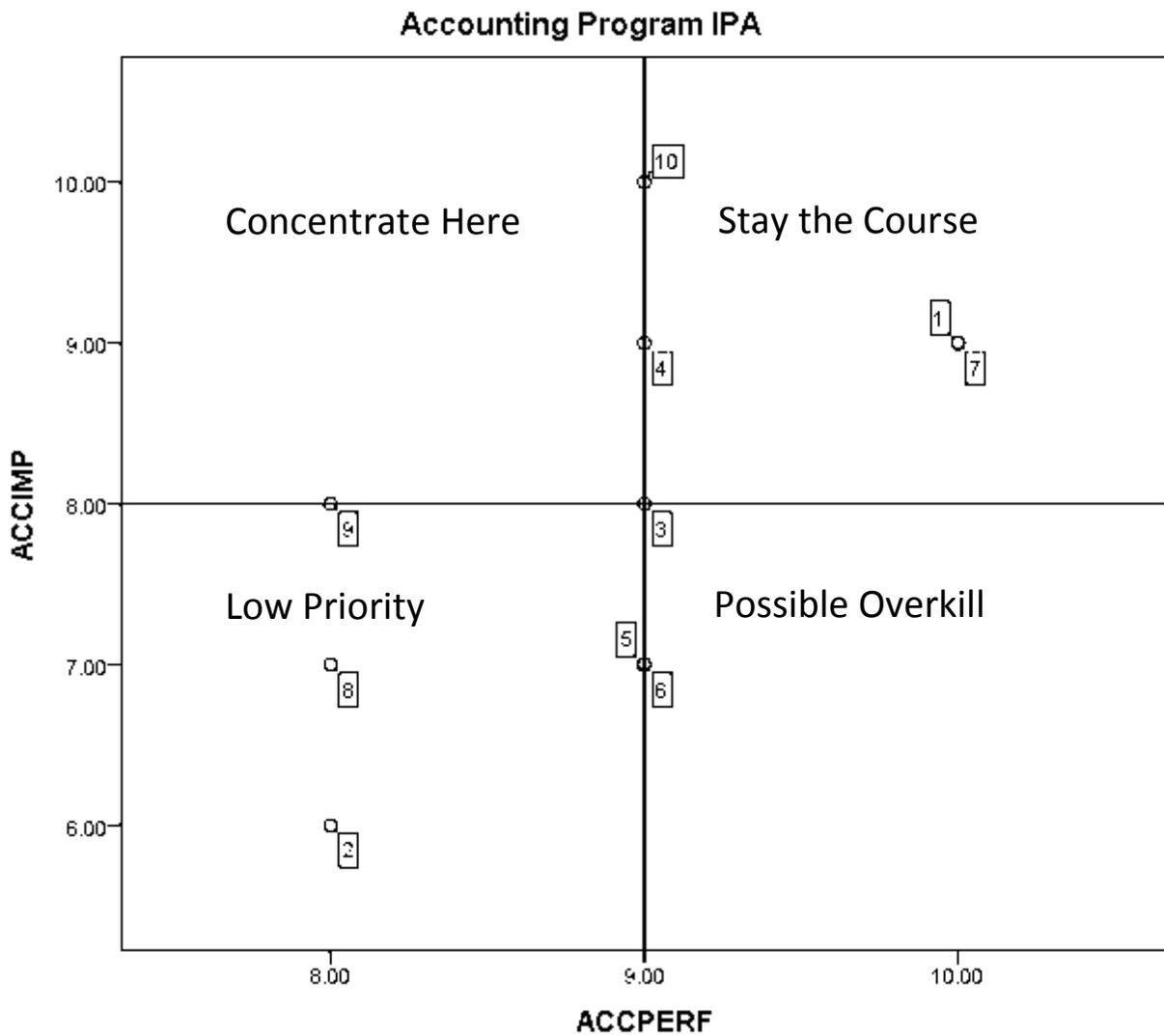
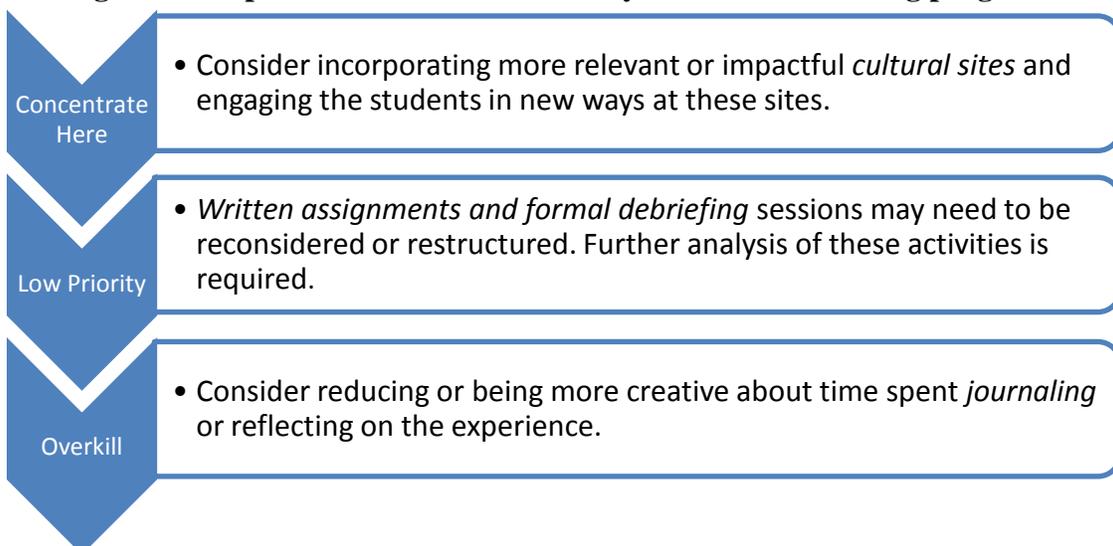


Figure 4: Importance Performance Analysis of the Accounting program



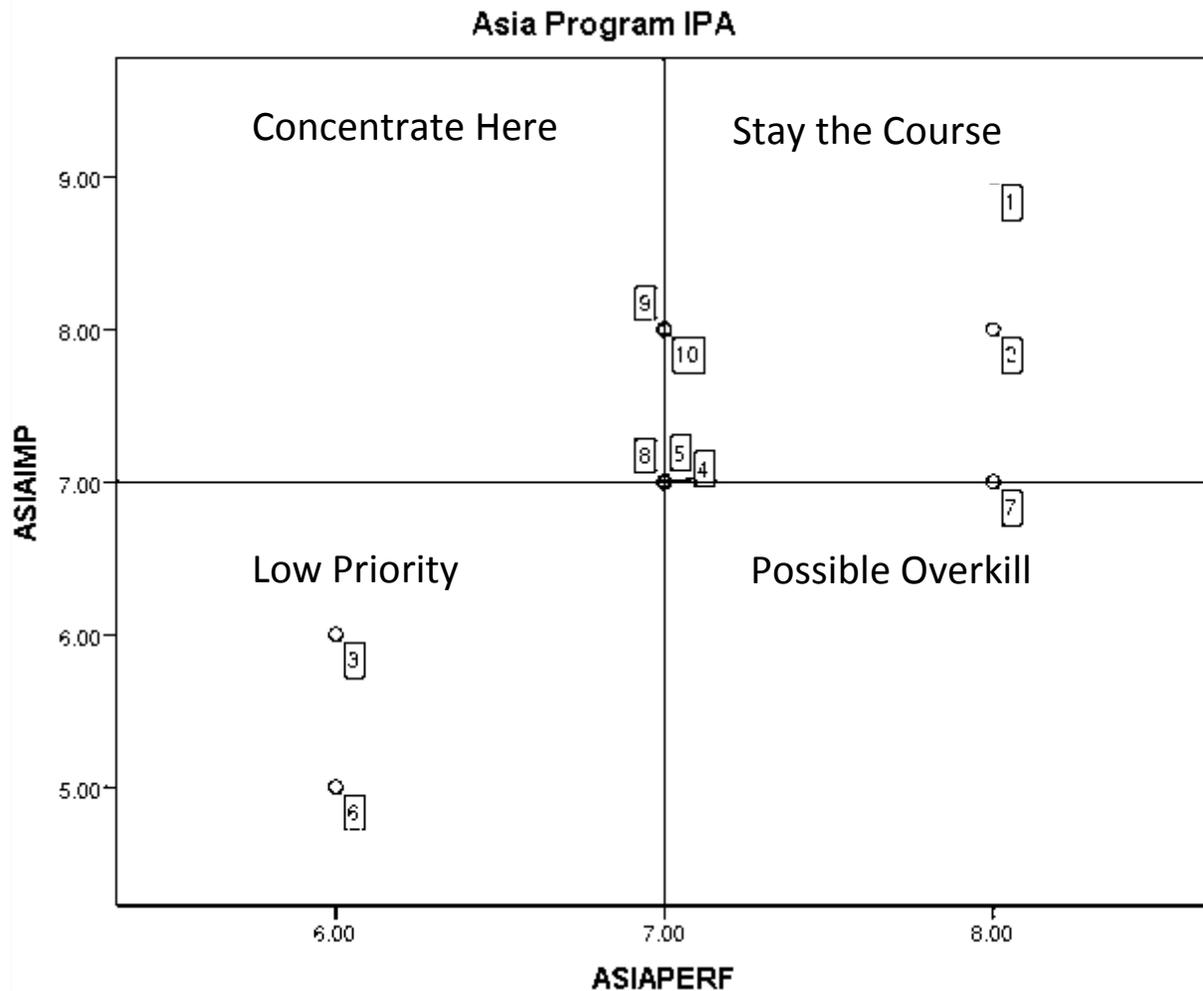
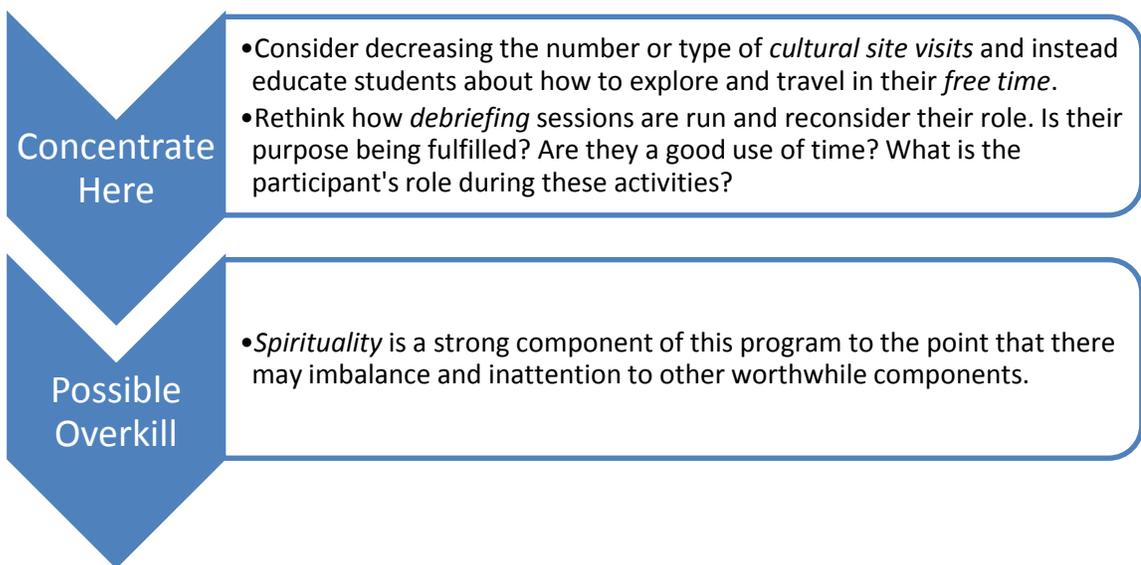


Figure 5: Importance Performance Analysis of the Asia Program



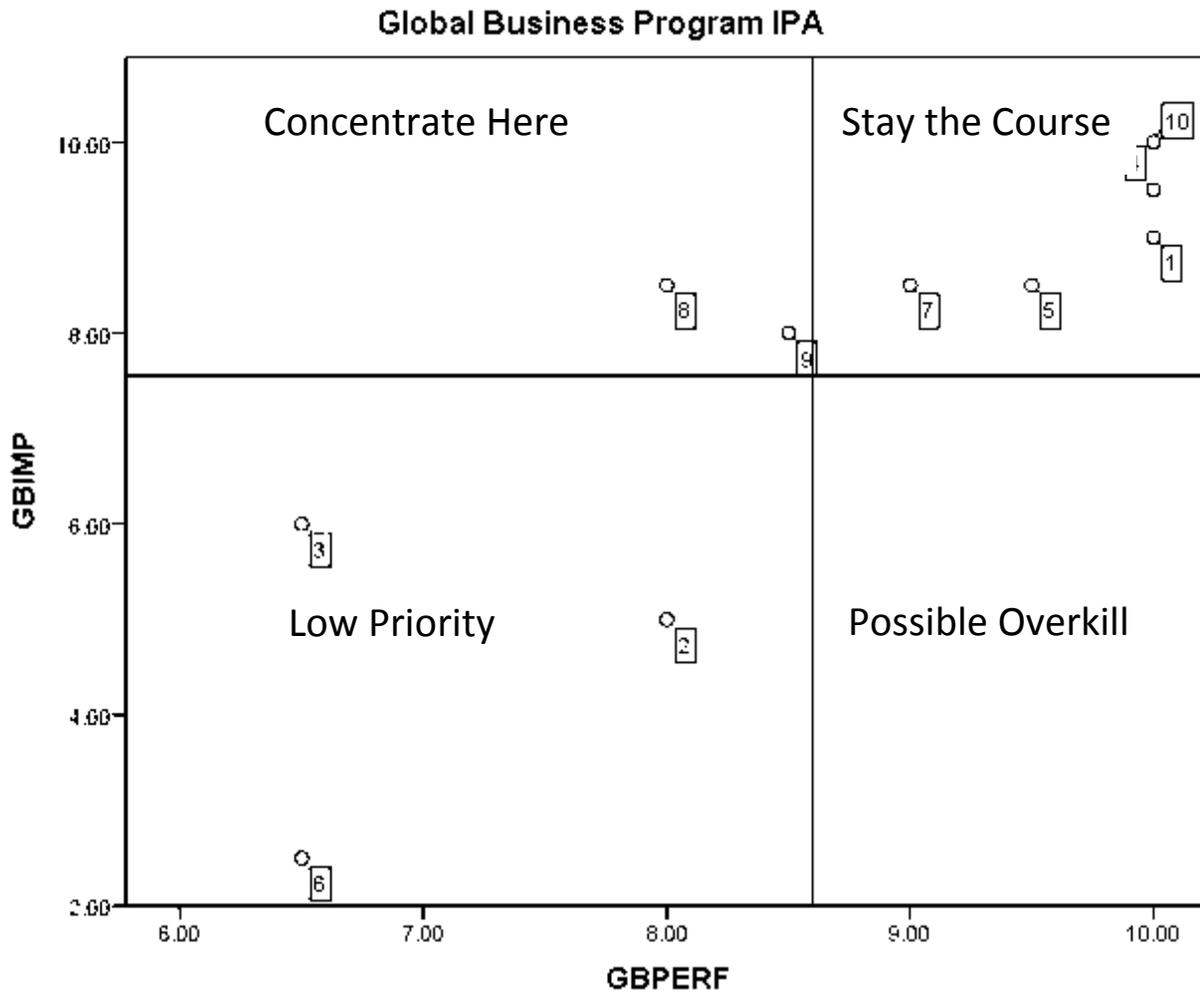


Figure 6: Importance Performance Analysis of the Global Business Program

Concentrate Here

- May need to revisit the length of *formal debriefing* sessions or the quality of information being given.
- May need to focus on developing group rapport and trust and give faculty training on group facilitation skills.

Low Priority

- Ask, how are *written assignments* being used? Are they furthering the learning objectives of the program? Consider creative alternatives.

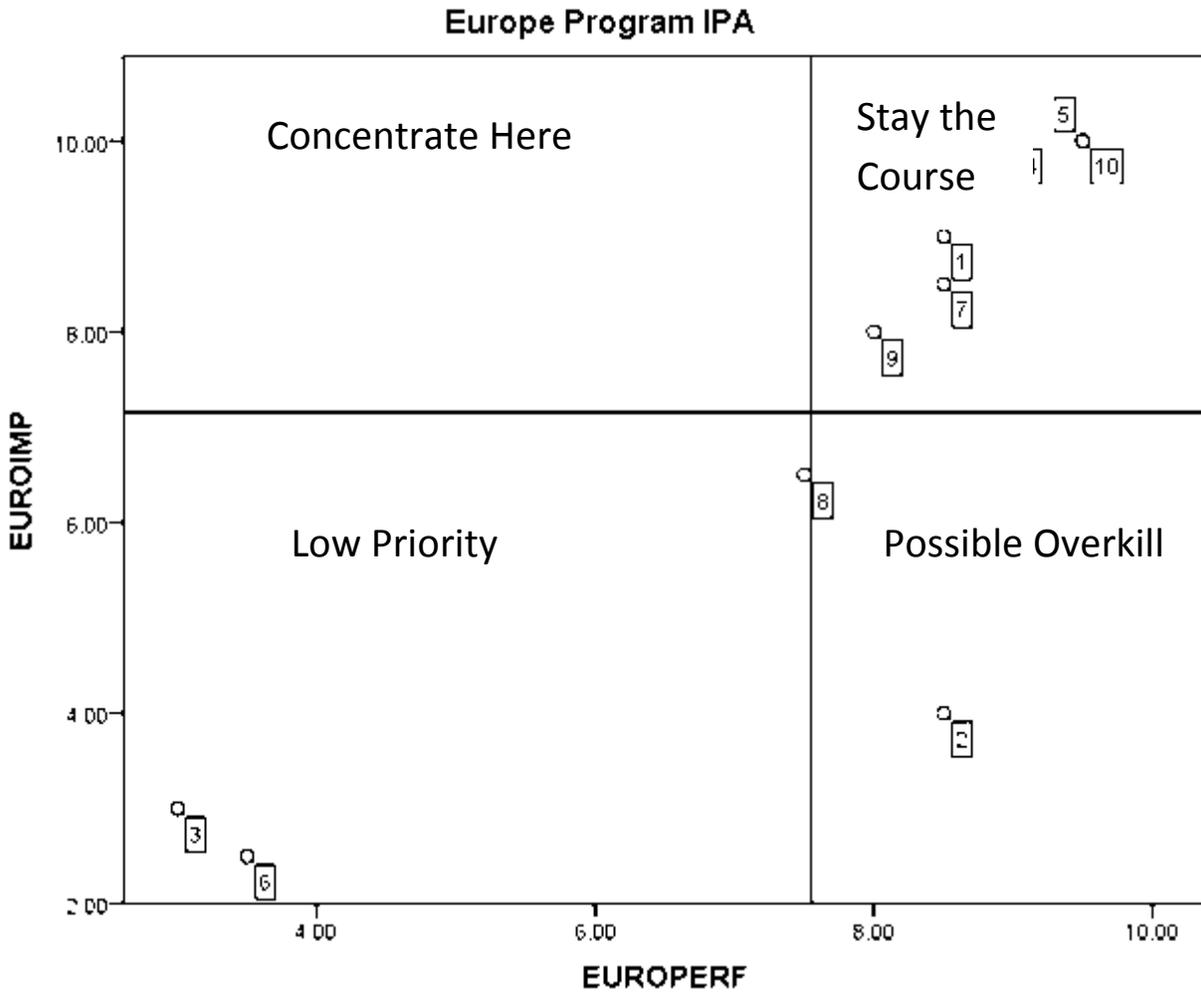


Figure 7: Importance Performance Analysis of the Europe Program

Low Priority

- With few areas falling in the concentration area, consider looking at the top factors in other categories and making improvements there.

Stay the Course

- *Journaling and reflection* activities continue to be a source of dissatisfaction. Consider alternative or creative ways to engage students in reflective activity (blogging, story telling, video narratives)

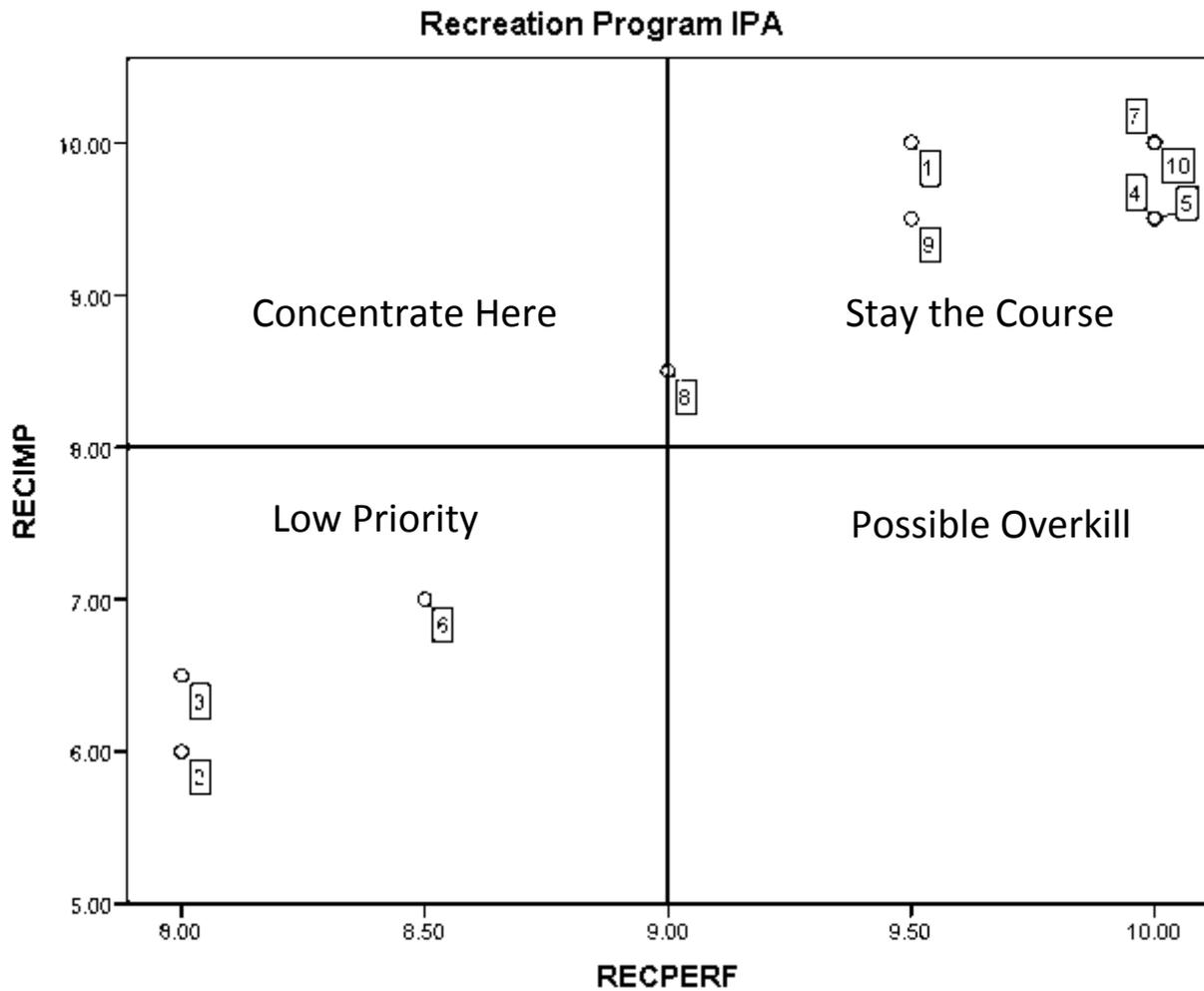
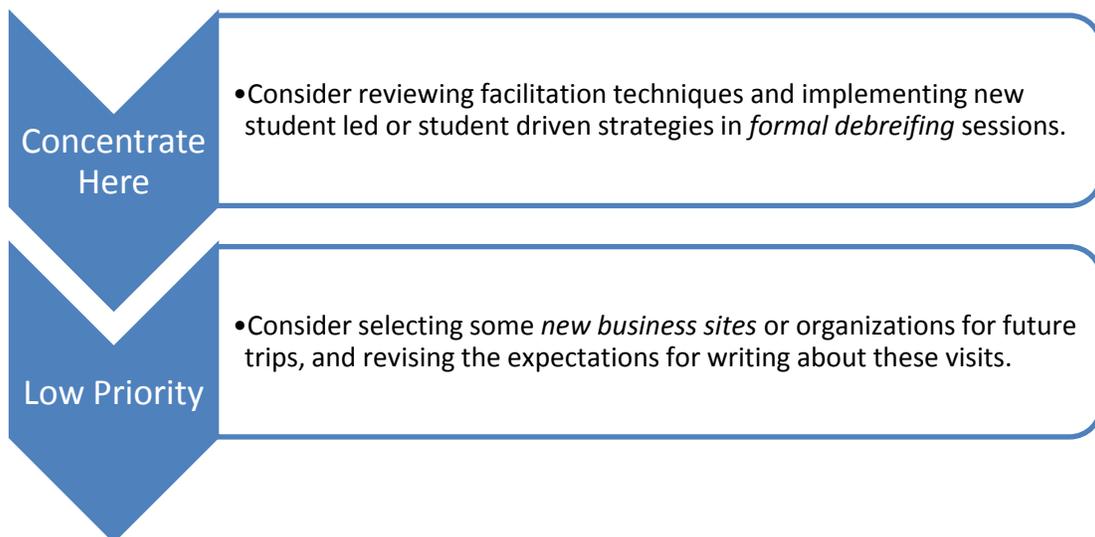


Figure 8: Importance Performance Analysis of the Recreation Management Program



LEARNING PHASES

A theoretical model can be a useful tool to help connect program impacts with program outcomes. In this evaluation we applied a transformative learning model to study abroad experiences. *Transformative learning theory* suggests that as students experience a disorienting dilemma (a trigger event that is often novel, or challenging) and engage in reflective discourse and dialogue with peers, faculty, or host communities, they will reassess and often revise their perspective (beliefs, values, etc.).

Table 5 highlights whether or not students experienced transformative learning and which learning activities most influenced that change.

Table 5: Transformative Learning Outcomes and Activities

Outcome or Activity	Percent who reported engagement in activity
Transformative Learning	50%
Disorienting Dilemma (Trigger Event)	43%
Self Examination (Reflection)	29%
Sharing (Dialogue)	21%
Exploration	26%
Assessment	7%
Competence/Confidence	21%
Action	36%
Acquired Knowledge	29%
Tested new roles	43%
Reintegration	29%

The results in Table 5 indicate that approximately half of participants reported transformative learning had occurred.

In contrast, only 29% indicated that they had integrated their perspective when returning home, a phenomenon often called "Reverse Culture Shock." The GMC may want to consider how they can serve participants who are returning home and struggling with the transition. Reentry support strategies could include counseling, strategic goal and career planning, organizing social action service projects, or facilitating social activities with other return travelers; e.g. reunions.

PROGRAM IMPACTS

Program impacts were measured on a 1 to 5 response scale, 1 being “strongly disagree” and 5 being “strongly agree.” Mean scores were calculated for all measures and analysis was conducted to measure the difference between pre and post scores. Table 6, below, identifies and defines each of the outcomes or constructs that were measured.

Table 6: Construct Names and Definitions

Construct	Items	Definition
Travel Efficacy	4	This includes beliefs about one’s ability to plan and prepare to travel comfortably and confidently outside of one’s community
Intercultural Competence	5	Intercultural competence refers to “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (Deardorff, 2008, p. 33).
Intentions	7	This includes intent to engage in coursework, travel, etc. related to international business and the pursuit of degrees or certificates in that field
Business Knowledge and Competence	5	This includes one’s beliefs about one’s ability to engage in business settings internationally and whether one gained understanding relevant to his/her current field or degree program.

SUMMARY OF CHANGES

Statistically significant changes were observed for all outcome variables. Figure 1 summarizes the differences in pre and post effects for each outcome variable.

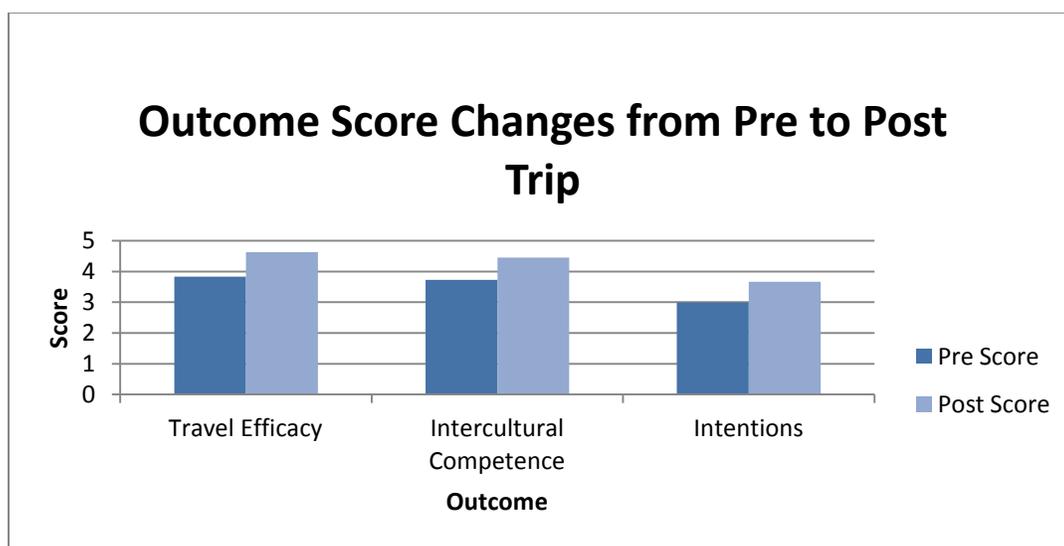


Figure 9: Summary of Outcome Changes

TRAVEL EFFICACY

Travel efficacy scores increased significantly between pre and post-travel measures.

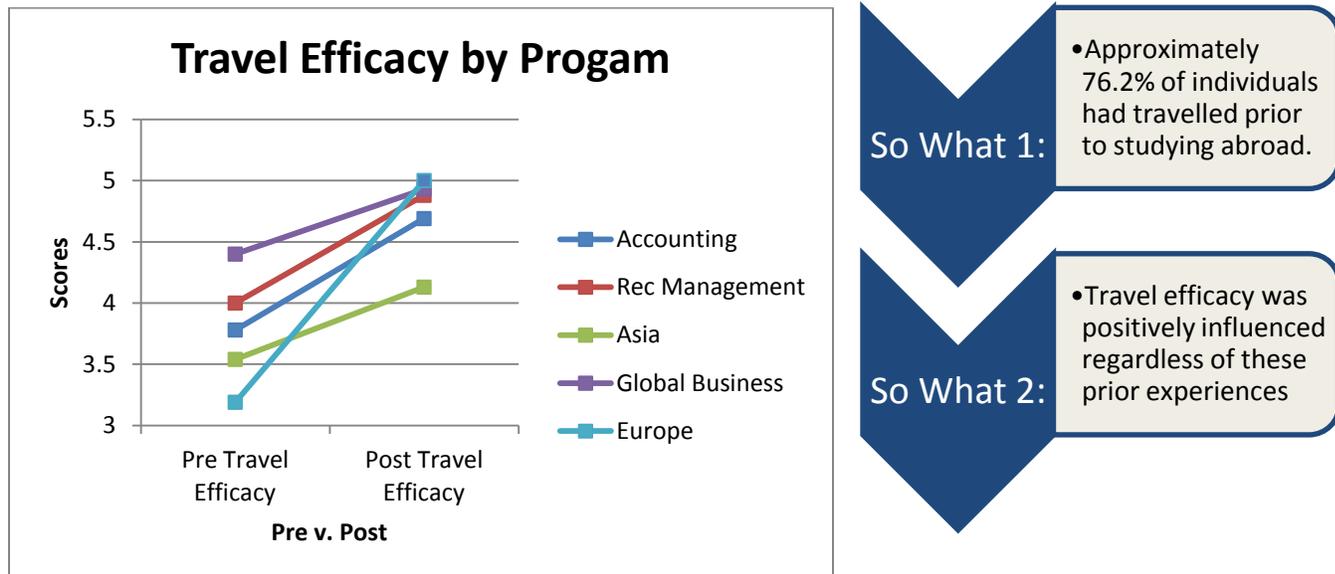


Figure 10: Travel Efficacy, pre and post scores delimited by program

INTERCULTURAL COMPETENCE

Intercultural competence increased significantly between pre and post-travel measures.

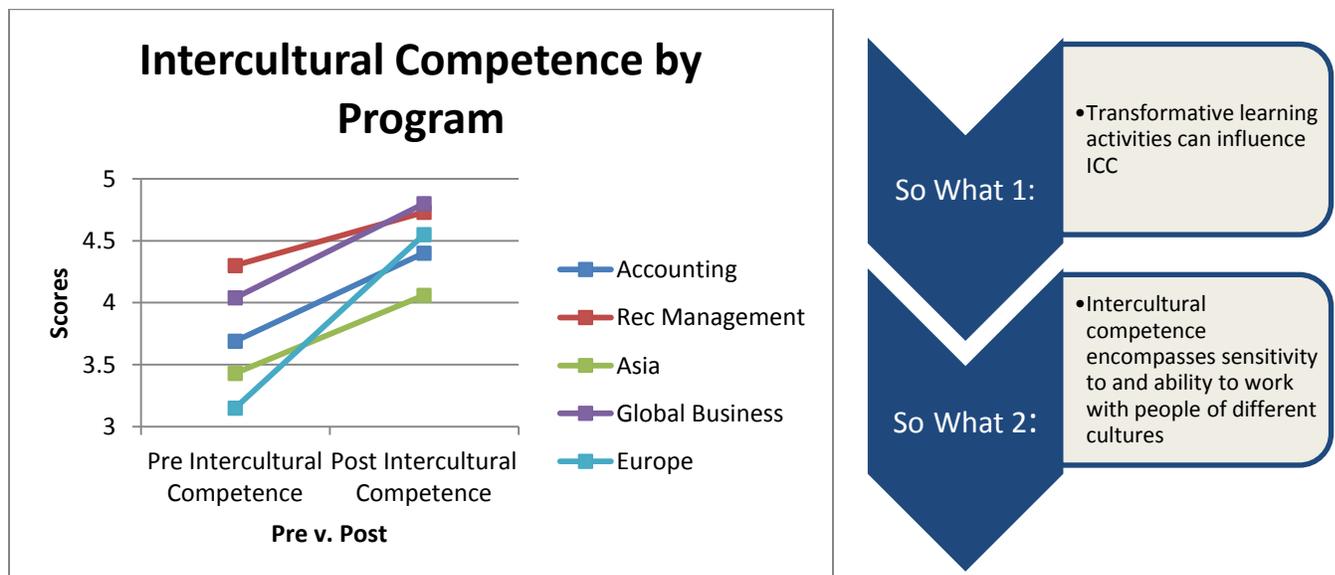
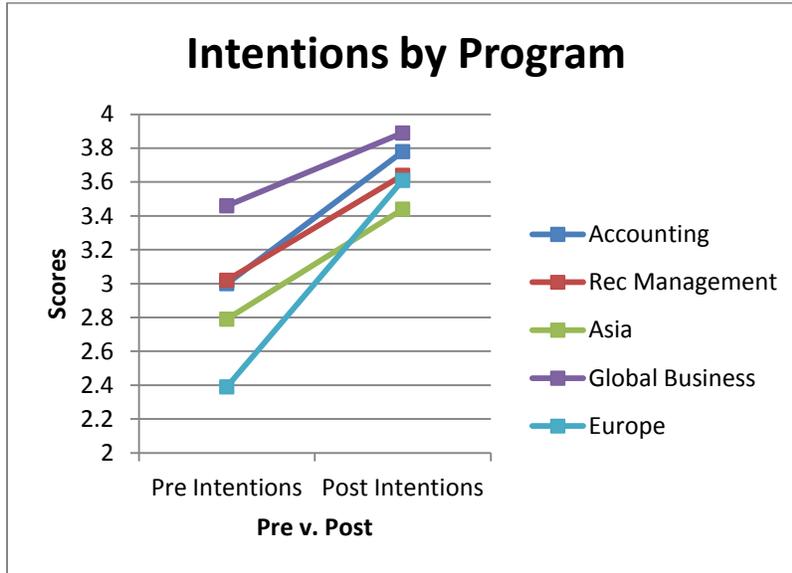


Figure 11: Intercultural Competence, pre and post scores delimited by program

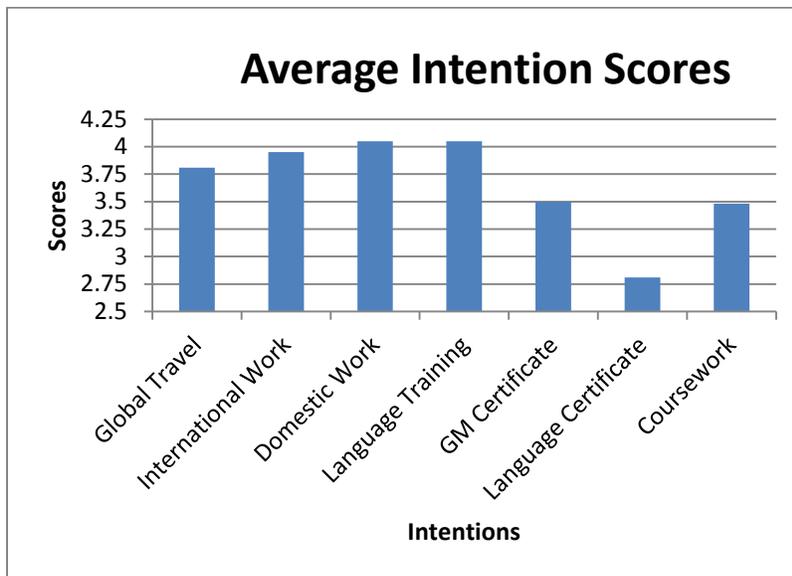
INTENTIONS

Significant increases were experienced between pre and post-travel measures.



So What 1:

- According to the theory of planned behavior, Intentions are a good predictor of actual behavior.



So What 2:

- Most individuals reported their intent was to work for a domestic organization that operates internationally and to pursue additional language training

Figures 12 and 13: Intentions, pre and post scores by program; Average intention Scores

BUSINESS COMPETENCE

Students reported significant increases in knowledge and competence related to their field and in terms of international business. Most students reported greater increases in knowledge over competence or ability to apply knowledge. Students reported the least amount of competence in relation to international business competence, however, they still reported, on average, that they do feel more competent.

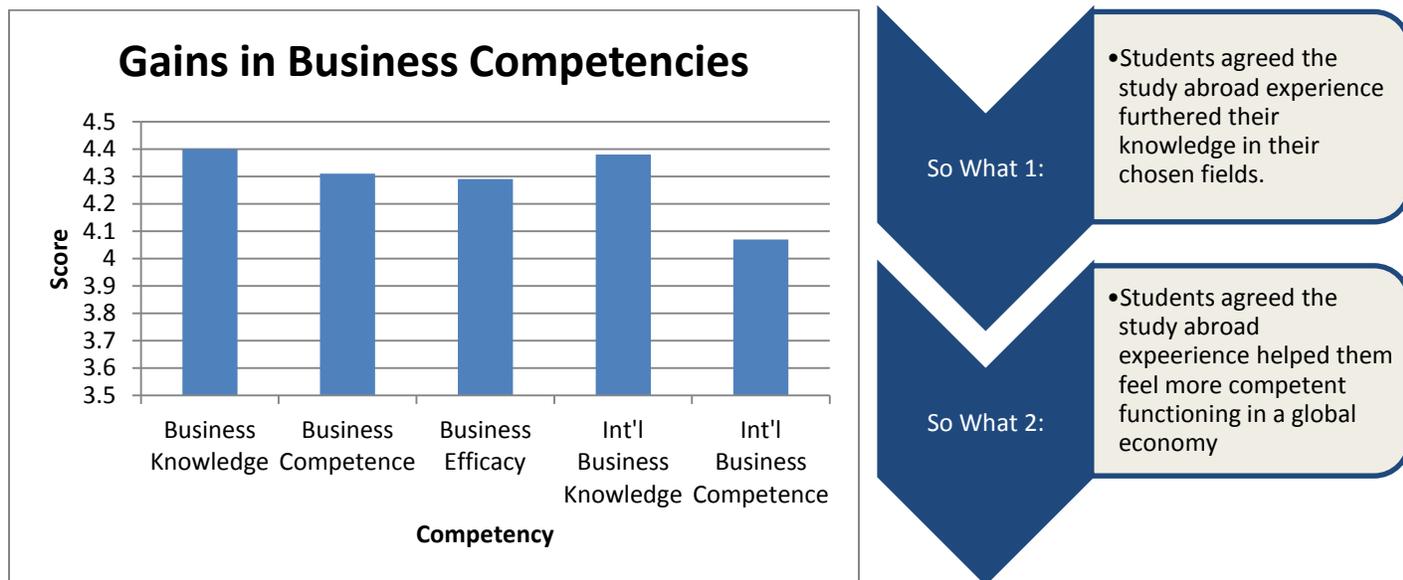


Figure 14: Summary of reported Business Competence

CONCLUSIONS AND IMPLICATIONS

The findings of this evaluation appear to be positive. Participation in a GMC study abroad program seems to have promoted average increases on all of the measured outcomes. Replicating this evaluation with a larger sample size and comparison group would allow us to isolate these effects to the study abroad program and not other life events or educational activities.

Though further research is required, there is some indication that transformative learning experiences and activities can influence study abroad outcomes as well. These findings should be shared with program staff and GMC stakeholders so that transformative learning strategies can be more consistently applied.

It is also clear that some considerations should be made in terms of recruitment strategies, logistical matters, and adaptations to the preparatory course and learning activities employed during the trip. Specific consideration should be given to how student expectations and trip realities can be aligned, how IAS courses can facilitate better group formation and rapport, and how facilitators can improve their programs by developing solid facilitation skills, soliciting student feedback, and helping students develop affective reflection skills.

LIMITATIONS

The following limitations may affect the validity and generalizability of findings. First, the sample size for this study was small enough that between-group comparisons and more robust types of analysis could not be conducted. Second, because the participants all attended the same, private university there may be a lack of variety of responses (homogeneity). Additionally, this study evaluation focused more on understanding longitudinal effects and lacked a matched comparison group, so there may have been maturation and history effects (e.g. death in the family, troubled relationship, independent study, etc.) that affected outcomes more than the trip itself. We suggest utilizing the Marriott School's Marketing and Behavioral Research Lab to identify and test a comparison group. We also recommend distributing paper surveys, in person, prior to the students return to the university in order to increase the response rate.

ⁱ The GMC mission can be found at <http://marriottschool.byu.edu/gmc/about/mission>. Additional information regarding internationalization can be found in Van Der Wende's 1997 article, Internationalizing the curriculum in Dutch higher education: An international comparative perspective.

ⁱⁱ See Parkinson, A. (2007). Engineering study abroad programs: Formats, challenges, best practices. *Online Journal for Global Engineering Education*, 2(2), 1-15.

ⁱⁱⁱ Visit <http://www.qualtrics.com/> for more information.

^{iv} See Sibthorp, J., Paisley, K., Gookin, J., & Ward, P. (2007). Addressing response-shift bias: Retrospective pretests in recreation research and evaluation. *Journal of Leisure Research*, 39(2), 295-315 for information on this evaluation method.