

Global Beat

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March 2003, Convention Edition

ACPA Convention, March 29-April 2, www.acpa.nche.edu

A Message from the Chair...

Jocelyn S. Chong, Woodbury University

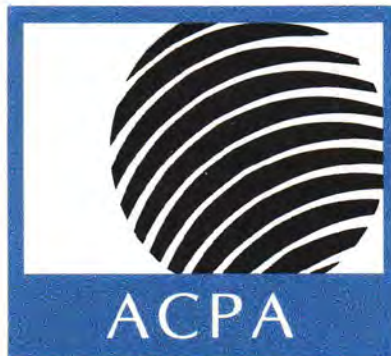
What a year it has been for all of us involved with international education. From the events of September 11, 2001 to the current environment as the "war on terrorism" continues. I am sure we have had various awakenings on both the professional and personal level as we work with students, domestic and international alike, to attempt to grasp the short- and long-term impact of the social and political environment today.

Our Commission is put in a unique position due to the nature of our goals. Commissions within ACPA often reflect the different professional areas of Student Affairs, while Standing Committees serve as advocacy groups. Ours encompass both, and as such, we have the opportunity to play an integral role in advocacy and professional development.

One of the greatest impacts of September 11, 2001 has been the implementation of an INS computer system called SEVIS (Student and Exchange Visitor Information System). It has provoked much frustration among those involved with advising international students. Many have struggled balancing the policing vs. educational nature of their roles. As such, the Commission is sponsoring a roundtable regarding SEVIS during the conference to discuss some of these issues. Please join us!

This year, we are also introducing our new Commission logo to ACPA. In the last year, ACPA made the decision to eliminate all commission numbers and to use the actual names of the respective commissions.

While in Minneapolis, don't forget to set aside time to attend our Commission meetings and Commission-sponsored events and programs. All our meetings are open to everyone. So, please feel free to stop by! Ours is a small commission with lots of opportunity to become involved. An outline of the various positions and our meeting times can be found in this newsletter as well. I look forward to seeing all of you in Minneapolis!



**Commission for Global Dimensions
of Student Development**

**Commission X: Global Dimensions of Student Development
Sponsored Programs at ACPA Convention**

**Career Development for International Students: Same Game,
Different Rules [ID: 644]**

Monday March 31st 9am-10:15am
Minneapolis Convention Center- 101C
Coordinating Presenter- Helda H. Montero of the University of Florida
Co-Presenter- Farouk Dey of the University of Florida

**An Immersing Experience: Preparing White Students for African
Study Abroad [ID: 326]**

Monday March 31st 2pm-3:15pm
Minneapolis Convention Center- 101C
Coordinating Presenter- Wanda L.E. Viento of Kalamazoo College
Co-Presenter- Narda McClendon of Kalamazoo College

**Global Nomads: The Hidden "Minority" Student Population [ID:
640]**

Monday March 31st 2pm-3:15pm
Minneapolis Convention Center- 103E
Coordinating Presenter- Kevin F. Gaw of University of Nevada- Reno
Co-Presenter- Jocelyn S. Chong of Woodbury University

**Helping the Resident Assistants Develop Cross-Cultural
Mediation Skills [ID: 602]**

Monday March 31st 3:30pm-4:45pm
Minneapolis Convention Center- 103A
Coordinating Presenter- Abdul-Rahman Jaradat of the U of Massachusetts-
Amherst
Co-Presenter- Hind Mari of the University of Massachusetts- Amherst
Co-Presenter- Noga Gillat Flory of the University of Massachusetts- Amherst

**Developing Job Search Support Group for International Students
[ID: 79]**

Tuesday April 1st 9am-10:15am
Minneapolis Convention Center- 102A
Coordinating Presenter- Jin Abe of Western Michigan University
Co-Presenter- Surangi Pradhan of Western Michigan University
Co-Presenter- Lisa Walker of Western Michigan University

**Study Abroad and International Students: A Bridge to the Future
[ID: 588]**

Tuesday April 1st 10:45am-12:00pm
Minneapolis Convention Center- 103A
Coordinating Presenter- Abdul-Rahman Jaradat of the U of Massachusetts-
Amherst
Co-Presenter- Hind Mari of the University of Massachusetts- Amherst
Co-Presenter- Noga Gillat Flory of the University of Massachusetts- Amherst

**2002-2003 ACPA Commission X
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Commission for Global Dimensions of Student Development Related Events At ACPA Convention

Sunday, March 30, 2003

1pm-4pm

Commission Directorate Meeting (Open)
Hyatt Regency-Greenway Ballroom K

Monday, March 31, 2003

2:30pm-5pm

Commission Business Meeting (Open)
Hyatt Regency-Board Room

5pm-6pm

Round Table: SEVIS-Its Impact on Students and Student Affairs Professionals
Hyatt Regency-Nicollet D1

6pm-8pm

Convention Carnival
Hilton Ballroom

Tuesday, April 1, 2003

5:30pm

Commission Dinner
Meet at Hilton Lobby Concierge Desk

ACPA COMMISSION NUMBERS

*As of December 31, 2002

- ⇒ Housing & Residential Life 1045
- ⇒ Students, Their Activities & Their Community 946
 - ⇒ Administrative Leadership 773
- ⇒ Admissions, Orientation & First-Year Experience 702
 - ⇒ Assessment for Student Development 627
 - ⇒ Campus Judicial Affairs & Legal Issues 574
 - ⇒ Career Development 519
 - ⇒ Counseling & Physiological Services 467
 - ⇒ Professional Preparation 448
 - ⇒ Alcohol & Other Drug Uses 381
- ⇒ Academic Support in Higher Education 357
 - ⇒ Wellness 318
- ⇒ **Global Dimensions of Student Development 254**
 - ⇒ Commuter Students & Adult Learners 251
- ⇒ Student Development in the Two-Year College 228
 - ⇒ Academic Affairs Administrators 227

Mission Statement

Commission for Global Dimensions of Student Development prepares and supports student development professionals worldwide to better serve the needs of our constituents and address the challenges of global citizenship and leadership.

What can a degree from the UK offer? Much more...for much less than you might think.

Renee W. Stowell, Marketing Coordinator, Education Services, British Council, British Embassy

If you have students considering graduate study, they should know about the UK option. Here's why:

*Shorter courses--Taught Masters & MBA programs are only one year & PhD's, since they have *no* classroom component, only three!

*Costs--tuition fees are comparable to the US and a range of scholarships and grants are available & the shorter courses create a faster transition to the job market. Plus, Stafford loans are available at many UK universities!

*Ease of application--the British Council Graduate Application Pack is free and accepted at most universities!

*Diversity of choice--not only does the UK have some of the oldest and most prestigious universities in the world, but it is also home to some of the newest and most innovative; over 180 institutions and thousands of degree programs!

There is much more to say about a UK degree. Please stop by our booth, number 118, or check out our website at www.studyintheuk.org for more information!

**Congratulations to Lauren Jane Hartig,
Recipient of the Advancement of Global Dimensions Research Award
Given by ACPA's Global Dimensions of Student Development Commission**

Lauren Jane Hartig, University of San Diego
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Study Abroad: Assessing the Impact of Study Abroad on Participants at Ball State University

ABSTRACT: This thesis project conducted research using qualitative and quantitative methods to assess the impact of study abroad at BSU. The meaningful cultural learning that occurred included gains in self-perception, communication skills, and worldview concepts. Further implications include continued assessment in international education and the move toward learning based study abroad models.

Newsletter Article:

Over the past five decades, access to other cultures has continued to grow through the improved study abroad programs found at colleges and universities worldwide. The idea of a global community creates more communication and interaction among cultures, especially for American students traveling and studying abroad. As these programs grow, administrators, parents, and faculty are all asking questions about what students are actually learning when they participate in study abroad programs.

In the 1999 survey, conducted by the SECUSSA/IIE Data Collection group, it was shown that of the 120 lead institutions in study abroad (50 percent of all study abroad participants) 95 percent assessed student satisfaction and 40 percent measured gains in language proficiency, but less than a third were assessing academic achievement gains, gains in personal development, or gains in intercultural proficiency (Sideli, 1999). As a result of this information, the thesis research presented here attempted to assess and measure outcomes such as personal development and intercultural proficiency in current study abroad programs.

The surveyed population was study abroad participants at Ball State University for the Fall 2001 academic semester. This population was comprised of students ranging from sophomore to senior status and studying in the United Kingdom, France, Thailand, Austria, Mexico, Argentina, Spain, and Australia. The final research population consisted of 21 students participating in an immersion program and 36 students participating in an island program at the London Centre, for a total of 57 students. The academic majors of the study abroad participants included a range from language to business to technology, and the performing arts.

For this study, the Cross-Cultural Adaptability Inventory (CCAI), was administered as a pre and post-test. The CCAI, a test from NCS Pearson, National Computing Services Assessments, can be used to help individuals or institutions uncover current strengths and weaknesses in internationally based programs. This inventory can provide insight into an individual's ability to adapt to new situations, interact with people different from oneself, tolerate ambiguity, and maintain a sense of self in new or different surroundings. After completion of the study abroad program and both the pre and posttest of the CCAI, students were invited to participate in

individual structured interviews to provide a greater depth of responses.

The individual responses on the survey were coded by the researcher and analyzed by Ball State University's Computing Services (UCS). Quantitative data analysis was used to prove that assessment using an existing survey instrument can provide insight into whether or not students are gaining cultural skills during the study abroad experience.

The data revealed through the CCAI and the interviews, that the impact the study abroad experience had on the students who participated in the BSU study abroad programs for the Fall of 2001 was meaningful. The data showed an increase in cross-cultural adaptability in both the island program and the immersion program. An increase also occurred for the students who reported humanities, performance, and language based programs as well as science, technology, and business based programs. The interviews reported the cultural learning outcomes as general life lessons, effects related to the student's major, new thoughts on the United States of America, new worldview concepts, and cultural and communication lessons.

Study abroad already has the reputation of having profound effects on the life of a student who participates in the experience. Continued quality assessment of this nature will provide the groundwork for expansion in the already credited international education field. The student's who were interviewed continued to talk even after the interview was over about the meaning that the experience had given them in relation to their sense of self, their understanding of the world, and their future lives.

Study abroad is even more important than ever before because of the profound moment in the history that was September 11, 2001. This event affected the psyche of every American citizen, the citizens of a more advanced, more connected world. The thoughts expressed by the international education community is that this is the moment when educators

need to step forward to assist students in producing the knowledge and cultural awareness to truly respond to these issues (Achterberg, 2002).

According to all of the literature reviewed in this study, all the signs in the higher education community, and the assessment conducted for the research presented here study abroad does in fact lead to, "an enhanced knowledge of the world, greater maturity, improved communication skills, a growth in leadership capacity, a sense of civic responsibility, an overall reluctance to perpetuate negative stereotypes and distortions of other cultures, and an increased internationalist orientation" (Achterberg, 2002, p. 19). It is the opinion of the researcher that the best way to lead the students of the next generation into the new era of globalization is through study abroad programs.

Achterberg, C. (2002). Providing a global perspective: An educator's duty. About Campus, January-February, 17-22.

Sideli, K. (1999). Outcomes assessment and study abroad programs. [On-line]. *SECUSSA/IIE Electronic Sampling*. Retrieved September 8, 2001 from: <http://www.oldsite.nafsa.org/secussa/samplingresults2.html>

Editor's Notes:

- _ Check out the website
<http://www.acpa.nche.edu/comms/comm10/>
- _ Join the listserv
- _ Tell a friend about our Commission
- _ Send submissions for the next newsletter (Summer 2003) to mgocepek@ysu.edu
- _ See you at ACPA!