Center for International and Professional Experience

Assessment Survey Report 2011

Experiences Abroad
Term-Time 2010-2011 and Summer 2011

Designed, Edited, and Submitted to Jane Edwards
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by:

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INTRODUCTION

In September 2011, the *Yale Daily News* ran an article announcing the creation of the Center for International and Professional Experience (CIPE):

> "… an umbrella organization that encompasses Undergraduate Career Services, the Office of Fellowship Programs, Study Abroad, and [Yale Summer Session]. Leaders of CIPE said they hope the newly integrated office will be easier for students to navigate than the previous layout and will help Yalies take a broader view of the opportunities at Yale and beyond.

> '[All the offices] share a philosophy,' said Jane Edwards [Senior Associate Dean of Yale College and Dean of International and Professional Experience]: 'It's about developing ownership and independence in respect to making decisions about students' educations and careers. … Better integration of resources and better outreach to students were both high on the list of things that needed to happen.' …

> [Deputy Director Kelly McLaughlin] added that the integrated CIPE will help students and advisers alike take a 'bird's-eye view' of where individuals want to go and what resources are available to them, rather than focusing on a single semester, summer or opportunity. 'One major outcome [of the new structure] will be students' identifying their goals, then mapping these goals against the activities most likely to help them get there.'"

While the announcement of such an initiative marks an important moment in how such work is approached within Yale College, how is the newly-created CIPE faring so far? The beginning of an answer to that question comes in this Outcomes Assessment report, an effort that builds upon a desire to know whether through careful program design and critical reflection we can make continual improvements to the work we do. With our offices now strategically joined under a unified CIPE banner, the need for defining and demonstrating how these moving parts work together with common purpose is even more vital than when precursors of this report began taking shape three years ago.

Notably, our outcomes assessment work has been helped by eschewing from the beginning any question of student "satisfaction," *per se*, in favor of better defining our goals for student learning and then working to meet those goals. This discussion, which rather readily leads to better understanding and improving one's programming, began in 2009 with a fresh look at Yale College's educational aims; internal discussions then followed about how CIPE's collective offerings might explicitly contribute to this broader picture. This conscious *alignment* with Yale College goals set the groundwork for the *accountability* described in this report to document and improve upon student learning outcomes that often result from CIPE-related experiences.

The most visible aspect of this work comes with the results of the surveys that CIPE's offices delivered to their respective student participants last year. All told, approximately 800 students responded to survey questions designed within Yale Summer Session, Study Abroad, Fellowship Programs, and Undergraduate Career Services. To encourage CIPE's individual units to reflect upon their discreet contributions to student learning outcomes, students answered surveys questions that were designed and administered within their respective programs. That said, all survey items were developed against the backdrop of CIPE's larger strategic vision.

For the busy reader, this report can be sampled on the next two pages with an overview of staff-generated **Recommendations for CIPE** and **Student Quotes**. Even a brief sampling of those results indicates that CIPE's iterative, goals-based outcomes assessment protocols continue to provide opportunities not just to improve upon our work but also to promote synergies across offices that have in some respects just begun to understand how better to co-develop resources that will have the most positive impacts on student learning.

Kelly McLaughlin, March 2012

RECOMMENDATIONS for CIPE: A Sampling of CIPE Staff Input

1. Yale faculty would benefit from hearing directly from student responses that teachers and program leaders are essential to requiring and inspiring students to engage with a course topic beyond the classroom. We can expect students generally to report enjoying their time abroad, but professors should be aware that just as student experiences will vary based on the individual student effort so, too, will the dynamism of individual programs vary based on instructor effort to push students out into the local culture.

2. Though it may seem obvious, students should be made aware that their time abroad will constitute an opportunity to engage in a meaningful way with local culture much beyond a touristic experience. We may be taking for granted that this will happen without insisting on this to the student. It is a question of changing the conversation we have with students. At all stages of planning—information sessions, fairs, one-on-one advising, and pre-departure orientations—YSS staff and faculty should re-think how to challenge students to prepare for this type of engagement so that a real transformation may take place based both on what students learn from the local culture and about themselves.

3. What constitutes cultural immersion? How is it measured? As an office, we are guilty of identifying such broad goals for our students' experiences. However, for students to be successful in attaining their study abroad aspirations, they should be taught to develop goals with measurable outcomes. Teaching students to develop more specific goals will enable them to create better action plans for their experience abroad.

4. CIPE should make students aware from the outset that taking on, most especially, an independent project means that each student should be prepared and willing to hold oneself accountable. By making it clear that developing and carrying out independent work means expending continuous effort in self-evaluation, students will be more receptive to hearing about and more prepared to develop strategies for goal and progress evaluation.

5. CIPE should continue to encourage students to reach out to faculty early and often, and we should remind faculty how valuable these discussions are upon inviting them to serve on selection committees. Students also benefitted from the pre-departure orientation event and resources, which demonstrates that improvements in this area were well-received and should continue based on student needs (this process should be informed by the feedback received through this survey).

6. Deliver pre-departure concepts in ways that cater to a diverse audience; include data in graph form, concepts in verbal form, photographs and visually depicted examples, and interactive breaks that allow students to voice and work through their personal perceived challenges. Continually reinforce the importance of personal agency and help students to define not only their goals better but also how to measure their own progress along the way.

7. UCS should implement a formal career development curriculum, with optional and mandatory components, focused on customized cover letters/personal statements, targeted résumés, networking techniques, effective interviewing skills and other fundamentals. UCS also must provide opportunities for students to practice these newly acquired skills in safe and non-evaluative environments.

8. UCS should educate students about the value of "hard," transferable skills (research, analytic inquiry, etc.) and devote some attention to "soft" skill development (professionalism, communications, etc.).

STUDENT QUOTES: A Sampling of Student Input

1. "Studying abroad was very helpful not only for my academic growth, but my personal growth as well. One of the things that I'm realizing more is that a lot my growth rests on my own motivation."

2. "It was the first time I had ever traveled alone. I told myself, 'If I can do this, I think I can do anything.'"

3. "I should have stayed away from Facebook and Skype more than I did."

4. "The pre-departure sessions helped me realize how much I was supposed to get out of my summer experience, and this had been a good guidance for me over summer."

5. "I wish I had realized how [short] my time [abroad] really was."

6. "Delineating specific goals before departure helped focus each day and fostered efficiency."

7. "Using my journal to reflect on why I was there, exactly what actions I could be taking to work on the project, and what I had already learned was very clarifying and absolutely essential."

8. "This fellowship has directly impacted the course of my research and education for the next six years."

9. "I am now emboldened to more seriously consider a career in academia, since this summer has shown that it promises much more than simply being locked away in a corner with dusty books."

10. "My parents always tell me that the real world doesn't work as smoothly as Yale does, and [this experience] has shown me things can't always be planned and tailored. Sometimes you just have to learn to contend with difficulties and… do the best you can with given circumstances."

11. "My faculty adviser was totally critical in getting me prepared on an emotional and intellectual level. Most importantly, she helped me really define the exact questions I was trying to answer so that I had a solid set of goals to fall back on whenever it felt the research was stuck."

12. "Do not attempt to recreate your life in the United States while abroad….because for all you know there might be a million possibilities for ways to live, most of which you have never even thought of."

13. "A lot of my friends and I habitually made snide comments about the Chinese government, … but as time went on … I began to revise my snap judgments."

14. "This was a great way to get an internship in a field that I might not otherwise have had the chance to break into."

15. "I learned to take ownership of a project and to work independently. I also learned how to communicate with coworkers."

16. "I learned how to negotiate with a boss whose communications skills are horrible. Finding a way to still have a meaningful internship is a lifelong skill that I appreciate."

17. "I did not know much at all about Denver prior to making the decision to do the internship there. Now, however, the location as well as the job play a big role in my current decision in considering to return there for full-time work after graduation."

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YALE SUMMER SESSION Survey Results 2011

Written by Cristin Siebert, Director of Yale Academic Programs Abroad and
Kathy Trputec, Study Abroad Coordinator

"As a result of studying this course abroad I am inspired to build upon this experience academically and/or personally:"

Table 1: *100%, N=242 - All Respondents*

STRONGLY AGREE	147	60.7%	**93.3%**
AGREE	79	32.6%	
NEUTRAL	12	5.0%	**6.6%**
DISAGREE	3	1.2%	
STRONGLY DISAGREE	1	0.4%	

As the Table 1 illustrates, 93.3% of students strongly agreed or agreed that their experiences abroad inspired them personally or academically. Students who indicated disagreement often noted that their time abroad caused them to rethink their majors or that they wanted courses that the department did not offer. The majority of the students plan to continue studying a certain subject, incorporating this into their senior thesis or making plans to live in the location abroad after graduation. Students also indicated they need to be drivers of their own education and that study abroad was an enriching experience for a variety of reasons.

Representative student comments include:

- *"Studying abroad was very helpful not only for my academic growth, but my personal growth as well. One of the things that I'm realizing more is that a lot my growth rests on my own motivation."*

- *"I am eager to return to France to further my language and cultural understanding after this experience. Academically, I expect to integrate the course, 'Age of Cathedrals,' into my senior project and post-graduate studies. I intend to pursue every opportunity to apply for grants and fellowships for further research abroad to build on my experiences."*

- *"Professor Marta Almeida's insights as a native Brazilian sparked my 'sure to be lifelong' interest in Brazilian culture. Having visited Rio, I look forward to making future ventures to expand my knowledge of both the beautiful location and diverse population."*

- *"This experience put me in touch with my Italian roots in a way that would have been impossible to do in the States, … [and] after only 8 weeks, I can speak easily with the Italian members of my family."*

- *"As an anthropology major, this course and time abroad really helped to focus me more on what I am interested in studying and, hopefully, writing a senior thesis paper on: France, North Africa, and how their linked histories affect their current and future culture and development."*

Recommendation 1 for CIPE:

Students are often reluctant to leave Yale to study abroad. It would be important to highlight these students' responses (outcomes) to prospective Yale students and during their time here at Yale, to highlight why Yalies should incorporate a study abroad into their studies as "part" of their Yale experience. Highlighting these outcomes on Web sites (CIPE, each college, departments, etc.) would be a good way to bring study abroad programs and their positive benefits into the light.

YALE SUMMER SESSION Survey Results 2011

"Studying this course within the particular location abroad helped me to:"
Table 2: *100%, N=242 - All Respondents*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Understand the subject matter within a context beyond the classroom	77.3% (187)	16.9% (41)	3.7% (9)	1.2% (3)	0.8% (2)
Feel more confident about engaging with the local culture	69.3% (167)	21.2% (51)	6.2% (15)	2.1% (5)	1.2% (3)
Feel more confident about navigating the city on my own	75.9% (183)	17.4% (42)	5.0% (12)	0.8% (2)	0.8% (2)

Some students commented that, even though the location of the program was not directly related to the content of the course, being in that location abroad helped to facilitate the learning that was taking place during the course. This was true for our art course in Auvillar, France, which was, by design, an intensive art experience. The isolation of the small French town helped students to completely focus on creating their art work without the distraction of tourist attractions and tourist activities. Gains in confidence and independence were felt by language students as well as by those studying a subject area course.

Representative student comments include:

- *"There is no way to even approach this subject in a classroom. It's all about the experience and the understanding of how the country works as well as life on an archaeological dig. I have become more confident in the city of Istanbul as well as the more rural areas."*

- *"This course is definitely the best class I have taken at Yale, or out of Yale! It was a great way to pick up French language, and I have honestly never felt more confident in my fluency. I also loved engaging with the culture through the host parent system."*

- *"I was super nervous before I left because it was the first time I had ever traveled alone. I told myself, 'If I can do this, I think I can do anything.' I felt enormously supported by Yale in all aspects of the experience, but I still came away with a great sense of emotional and practical confidence and independence."*

- *"Studying in Croatia and taking excursions into Bosnia-Herzegovina and Montenegro was amazing. I learned so much about the Balkan wars in the 1990s and my favorite part was listening to the accounts of the survivors of the war. Seeing the buildings that had been shelled and experiencing the corruption of the governments first-hand definitely enhanced my learning of the material."*

- *"I think the fact that we were studying about Florence and Fiesole and Tuscany and then we could go to specific places mentioned in our texts and check them out was incredible. The access we were provided to the art and architecture was outstanding. I think the experience anywhere else would have been lacking."*

Recommendation 2 for CIPE:

Studying abroad is to higher education as eating is to cooking. There is no way to truly experience something than by going out and doing it for yourself. As evident from the student quotes, there is so much to learn about language, culture, people, and perspectives that cannot be learned in a classroom. CIPE should emphasis the message to all of Yale College that going abroad does not detract from a student's "Yale" experience, but should be an integral part of it.

YALE SUMMER SESSION Survey Results 2011

"A primary example of how I engaged with the subject matter outside of the classroom is:"

Table 3: *Top 5 Answer Categories*

Visits to Local Sites/Museums	81	39%
Made Specific Connections Between the Classroom and My Surroundings	64	31%
Homestays	25	12%
Language	16	8%
Locals/People	13	6%

Table 3 percentages represent the frequency with which students indicated those categories. Thirty-nine percent of students who stated specifically '*I was able to*' or '*I learned*' were classified as *Made specific connections between the classroom and my surroundings*. A further 44 responses placed categories not shown above also made reference to how engagement with the subject matter enhanced what students were learning in and outside the classroom.

It is important to note the role that curricular and programmatic guidance played in promoting engagement with the subject matter outside the classroom. The primary source of contact with the language and local people was through the required homestay, which provided students with the real world practice to then engage beyond the host family. Also, students repeatedly referred to visits to/with local sites/people, which were part of the curriculum—cases of the classroom spilling onto the streets. When conversations or visits were not part of a class excursion, the course or professor often provided the basis for learning.

Representative student comments include:

- *"Visiting cathedrals firsthand I was able to better appreciate the art and architecture of the buildings, place the construction of the cathedral within the context of history, and connect the weekly readings for the class to the ideas and spirit behind the creation of these places of worship."*

- *"For my final project for PORT 352, I was able to interview a young woman who worked for a government project within one of Rio's favelas, or slums. Being able to use my Portuguese to actually conduct an interview was a very rewarding experience, and I was able to investigate a subject that greatly interested me personally."*

- *"I met so many of the locals and talked about the materials that we were learning in class and they were able to show me where specific incidents occurred in the city from history. It was amazing."*

- *"In Bosnia, we conversed with a leader of an NGO who is trying to eliminate the intense segregation of Bosnian schools and other institutions."*

- *"The dinnertime conversations and "sondages" (polls) I would have with my French host family that provided me valuable insights into French politics and cultural phenomena."*

Recommendation 3 for CIPE:

Yale faculty would benefit from hearing directly from student responses that teachers and program leaders are essential to requiring and inspiring students to engage with a course topic beyond the classroom. We can expect students generally to report enjoying their time abroad, but professors should be aware that just as student experiences will vary based on the individual student effort so, too, will the dynamism of individual programs vary based on instructor effort to push students out into the local culture.

"A primary example of how I engaged with the local culture and/or people outside of the classroom is:"

Table 4: *Top 5 Answer Categories*

Conversations/Talking	62	27%
Host Family	51	22%
Participated In or Observed Daily Life	30	13%
Exploring/Sightseeing	28	12%
Attended Events	10	4%

Table 4 percentages represent the frequency with which students indicated those categories. Answers to this open-ended prompt were coded as belonging to thematic groups based on the vocabulary used by the students, and several responses belonged to more than one thematic group. The top two categories are not surprising given the fact that 16 of 31 YSS courses offered were language study. Students overwhelmingly went out of their way to take advantage of the local setting to practice the language they were learning in the classroom. While some respondents indicated pride in the fact that they were able to use the language to ask directions, order food, or haggle at a market, the majority of responses showed a deeper level of engagement. Conversations allowed students to gain insights into host nationals values and how they see the world, what role food or local festivals play in their identity, etc. Students were able to attach meaning to what they were seeing, eating, or events in which they participated. This held true for non-language students as well. Many actively explored their environments through food and markets, music, and socializing.

Representative student comments include:

- *"I spent a lot of my free time with a group of Russian teenagers I met via my host family's son. It gave me a really interesting perspective on not only the city, but of culture and politics in general"*

- *"I ate at local restaurants, spoke to natives, walked around parks without another foreigner in sight, and used every form of public transportation available in Prague. It made me feel like a real local for the short weeks I was there."*

- *"By living alongside Parisians and navigating my way around Paris on a daily basis I was able to become better accustomed to life in Paris and French culture. Little things like ordering food, talking to someone on the subway, and reading billboards taught me a great deal about what it means to be French and how French culture differs from our own."*

Recommendation 4 for CIPE:

Though it may seem obvious, students should be made aware that their time abroad will constitute an opportunity to engage in a meaningful way with local culture much beyond a touristic experience. We may be taking for granted that this will happen without insisting on this to the student. It is a question of changing the conversation we have with students. At all stages of planning—information sessions, fairs, one-on-one advising, and pre-departure orientations—YSS staff and faculty should re-think how to challenge students to prepare for this type of engagement so that a real transformation may take place based both on what students learn from the local culture and about themselves.

YALE SUMMER SESSION Survey Results 2011

"One strategy for a successful experience abroad that I would recommend to Yalies heading out on this program next summer is:"

Table 5: *Top 5 Answer Categories*

Be Prepared/Plan	56	27%
Engage with local resources (people, culture)	47	23%
Put yourself out there (Explore)	35	17%
Get out of your comfort zone/Out of the 'Yale bubble'	31	15%
Be Open/Be Flexible	25	12%

Table 5 percentages represent the frequency with which students answered in those categories. Language students recommended mastering as much of the grammar as possible before departure and to use every opportunity to speak the language upon arrival. Literature students were told to get all the reading done before landing at the host site so as not to spend an inordinate amount of time in the library while abroad.

A clear thread runs through these five strategies which is, that students recognize a successful experience hinges on what they put into it. A particular YSS course provided the academic and programmatic base, but students could not rely on the program to create their experience. As one student put it: "There is only so much that can be organized for us and through our own self-directed activities we were able to discover and learn so much more about Berlin than I had anticipated."

Representative student comments include:

▪ *"Don't be afraid to go outside your comfort zone and explore all different parts of the city. Traveling around to the different neighborhoods in Rio besides your own does require some planning and effort, but you will be greatly rewarded the more you get out and engage with the culture and people of Brazil!"*

▪ *"Open yourself up. I learned by the second or third week—too late—how important it was just to have an infinite willingness to experience anything that the city and the culture and the language have to offer, to appreciate and pay attention to everything that crosses your path."*

▪ *"Don't restrict yourself to hanging out with just your fellow Yalie classmates."*

▪ *"Straightforward: Speak as much Italian as you can. You get out what you put in."*

▪ *"Find the balance between work and play—it is summer, and you are studying abroad and should experience the culture, but it is not a time to slack off. Establish a daily rhythm that gets you enough sleep, allows you to complete a decent amount of work, and gives you ample time to spend in the city."*

▪ *"Do not rely on others to make your experience great. Go out and meet new people."*

Recommendation 5 for CIPE:

One of the CIPE's guiding principles is that students must take ownership over their study abroad experience. Sharing student strategies with Yalies who are considering or preparing for experiences abroad will help encourage them to think about their goals and to understand that they must be proactive participants in their own study abroad experience. In addition, we should work with faculty to tie successful planning strategies into the pre-departure orientation.

YEAR/TERM ABROAD (YTA) and SUMMER STUDY ABROAD
Survey Results 2011

Written by Karyn Jones, Director of Study Abroad
and Susan Evans, Assistant Director of Study Abroad

Increasingly, the Center for International and Professional Experience (CIPE) has worked to engage Yale students in goal-oriented activities. As an office, we believe that developing and understanding one's goals for an experience can lead to increased self-awareness, thoughtful program selection, and enhanced learning abroad. For these reasons, we chose to focus this year's outcomes assessment survey on the ways in which students set, reflect upon, and achieve goals for their summer and term-time study abroad experiences. We also asked students to identify the ways in which Yale helped them to prepare to study abroad and what additional support they feel Yale could have provided.

We will use the data gathered from this survey to inform our advising, to update and revise the YTA and Summer Abroad Web sites, and to re-design our pre-departure and information sessions. We will also use it to modify our *Study Abroad Worksheet*.

Overview

The survey was sent to 316 students returning from spring 2011 and full academic year 2010-11 Year or Term Abroad programs (69 students), and Summer Abroad 2011 students (247 students). The total number of students who completed the survey was 223 (71% response rate). Of the total respondents, 128 of the students either studied language only or took all their courses in a language other than English.

Total Respondents by Term Abroad = 258
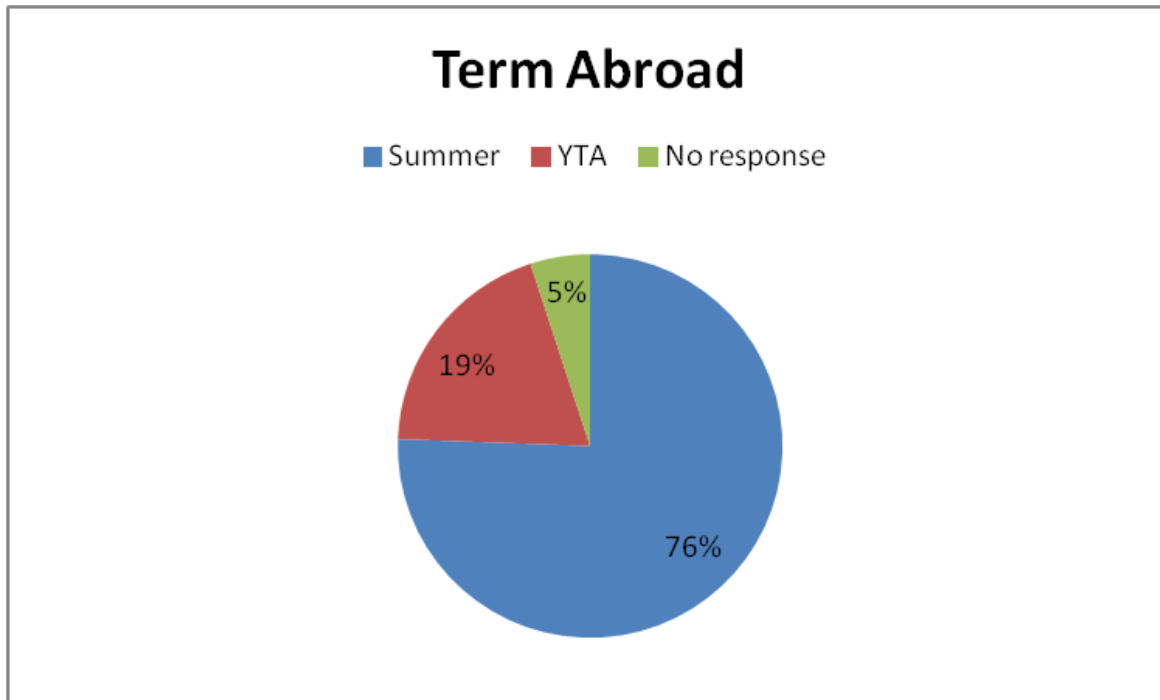
YEAR/TERM ABROAD (YTA) and SUMMER STUDY ABROAD Survey Results 2011

"The primary goal(s) that I set for my study abroad experience was (were):"

Table 6: *Top 6 Answer Categories*

CULTURE	**138**	**60%**
LANGUAGE	**125**	**55%**
ACADEMICS	**64**	**28%**
EXPERIENCE NEW EDUCATION SYSTEM/NEW PERSPECTIVE ON MAJOR	**36**	**15%**
TRAVEL	**26**	**11%**
MEET HOST-COUNTRY NATIONALS	**25**	**11%**

Table 6 percentages represent the frequency with which students answered in those categories. Answers to this open-ended prompt were coded as belonging to thematic groups. Not surprisingly, the majority of students indicated that their primary goals centered on cultural learning and language acquisition.

Representative student comments include:

- *"Language improvement, cultural immersion."*

- *"To immerse myself in the local culture, the academic system, and the experience of living abroad."*

- *"Take classes that I couldn't take at Yale Learn from great professors at a world renowned university."*

- *"Taking classes outside of Yale curriculum -Independence in a foreign country."*

- *"Leave with an increased understanding of Chinese culture Leave with a desire to study more."*

- *"Development of language skill, cultural exposure."*

- *"Improve speaking proficiency Gain cultural understanding Complete Immersion."*

- *"1) Learn more about health care in Mexico. (2) Develop my Spanish language skills. (3) Immerse myself in an unfamiliar culture."*

Recommendation 6 for CIPE:

What constitutes *cultural immersion*? How is it measured? As an office, we are guilty of identifying such broad goals for our students' experiences. However, for students to be successful in attaining their study abroad aspirations, they should be taught to develop goals with **measurable outcomes**. Teaching students to develop more specific goals will enable them to create better action plans for their experience abroad.

Therefore, first we need to change the way we discuss goal-setting with students in our one-on-one advising sessions, pre-departure orientations, check-ins while abroad, and text on our Web site. Second, we should encourage students to take more ownership in developing action plans for their experiences abroad. For example, as part of the Year or Term Abroad and Summer Abroad applications, students must identify their goals for their study abroad experience. One idea would be to incorporate these goals into our pre-departure orientations and then push students to define them further. For instance, we hope that a goal such as "Increase proficiency in language" would be further defined as "By the end of my summer program, I hope to be able to carry on a discussion of politics in the local language." We plan to re-design the session so that students leave the orientation not only with more clearly-defined goals but also with actions steps they can take to help them achieve their aspirations.

YEAR/TERM ABROAD (YTA) and SUMMER STUDY ABROAD Survey Results 2011

"This (these) goal(s) played an important role in helping me to choose my study abroad program:"

Table 7: *Total Respondents=225*

STRONGLY AGREE	123	55%	**94%**
AGREE	89	39%	
NEUTRAL	13	6%	6%
DISAGREE	0	0%	
STRONGLY DISAGREE	0	0%	

This question was designed to help us gauge whether or not students are making thoughtful program selections. As indicated in Table 7, students overwhelmingly (94%) agreed that their goals played an important role in program selection. Only 6% remained neutral and 0% disagreed.

Representative student comments include:

- *"Having the goals really helped cut down the list of many cool summer programs that I wanted to try out. It made me more conscious of what exactly it is that I want out of my summer experience."*

- *"SIHS was the best choice for me to achieve my goals because of its strict language pledge, the host family housing it provides, the culture classes we are given the first week, and the numerous trips organized over the course of the program."*

- *"That is why I chose a program that allowed me to directly enroll in a Spanish University where I felt I would really improve my Spanish and meet Spanish people and get to know more about their culture."*

- *"I decided not to travel with a program based on my experience with summer programs. I was worried that if I was on a program with other students from the US, I would end up speaking much more English than I wanted and I wouldn't make as many local friends (and thus cultural immersion). So instead I directly enrolled in a public university."*

Recommendation 7 for CIPE:

The study abroad office can use these results to communicate to prospective students the importance of establishing goals prior to deciding upon a program. Also, because goals are playing such a central role in program selection, we will continue to stress the differences in program structures to students. We have already identified program structures in the StudioAbroad database. The next step could be to include these structures in the Advanced Search option. Finally, in addition to talking with CIPE advisers, we should encourage students to share their goals with the program providers. This could help them ascertain whether or not the goals are realistic and/or a good match for the program in which they are interested.

YEAR/TERM ABROAD (YTA) and SUMMER STUDY ABROAD Survey Results 2011

"While abroad, I reflected upon my goals, adjusting those goals as necessary:"

Table 8: *Total Respondents=227*

STRONGLY AGREE	48	21%	**70%**
AGREE	112	49%	
NEUTRAL	53	24%	
DISAGREE	11	5%	**30%**
STRONGLY DISAGREE	3	1%	

As Table 8 illustrates, 70% of students surveyed strongly agreed or agreed that they reflected on their goals while abroad and adjusted those goals as necessary. Reflecting on their goals often reminded students of the initial reasons they chose to study abroad and helped them to realign their actions to achieve their goals:

▪ *"It was helpful to be reminded to really take advantage of the situation and push myself to meet Italian friends and to suggest to do things with my host family or other Italian students; it often was easy to just hang out with the Americans that were there, but I enjoyed so much when I got to spend time or do activities with my host family or other Italians in my town."*

▪ *"I felt I was speaking too much English with American friends, so I spent more time with my host family to practice Spanish."*

For others, the emphasis was not on changing their goals, but on altering the means by which they attempted to achieve them:

▪ *"I didn't necessarily adjust my goals. Instead, I would adjust my attitude and behavior towards new experiences in order to meet those goals."*

▪ *"While I thought about my goals, I didn't change them. In part, I think that is because they were fairly broad. I did change the specific ways I planned on achieving my goals."*

Recommendation 8 for CIPE:

These results indicate how important it is for our office to address these issues *throughout* the students' entire experience. Following the example set by the Light Fellowship, we plan to send students prompts while they are abroad to encourage reflection and provide ideas for actions they could take in the host-country.

YEAR/TERM ABROAD (YTA) and SUMMER STUDY ABROAD Survey Results 2011

"The most helpful step(s) I took to help me achieve my goals for study abroad was (were):"

Table 9: *Total Respondents=219*

USE HOST-COUNTRY LANGUAGE	71	32%
INTERACT WITH HOST-COUNTRY NATIONALS	64	29%
TAKE ACADEMICS SERIOUSLY	51	23%
EXPLORE LOCAL AREA	34	15%
BE OPEN-MINDED	21	9%

"The most helpful step(s) I could have taken but did NOT take to help me achieve my goals for study abroad was (were):"

Table 10: *Total Respondents=201*

STEP OUTSIDE STUDY ABROAD BUBBLE / INTERACT MORE WITH HOST-COUNTRY NATIONALS	56	27%
AVOID ENGLISH / USE HOST-COUNTRY LANGUAGE MORE	33	16%
NOTHING	25	12%
RESEARCH PROGRAM/COUNTRY BEFORE GOING	16	7%
SPEND MORE TIME STUDYING	14	6%

Answers to these open-ended prompts were coded as belonging to thematic groups. Table 9 and Table 10 are listed together to highlight the fact that the same two answers were identified by students in response to both questions. Students believe that using the host-country language and interacting with host-country nationals are the two most helpful steps for achieving their goals for language acquisition and cultural learning. CIPE's 2010 assessment report found forging relationships, adapting to/understanding culture and language gains to be the three most recorded answers to what students are most proud of achieving during their time abroad. It is important to note, then, that while students are identifying these activities as both important and rewarding, many still find it difficult to step outside their comfort zone:

Representative student comments include:

- *"I could have spent more time getting to know some of the locals, but I was with a lot of friends so that was fairly hard."*

- *"To talk to more Spaniards living in my town, instead of only talking to my friends in Spanish."*

- *"Study more, interacted with my host family more (i.e. helping out with dinner)."*

- *"I wish I had made a greater effort to meet locals and practice my Spanish with them."*

- *"Perhaps hang out a bit less with the other Americans on my program."*

- *"I ended up spending a lot of time with my American friends due to the program structure and the essence of human relationship that I found in the group of American students, but I could have taken more initiatives speaking Spanish and getting to know Bolivian friends."*

- *"I could've spent more time speaking with locals. I sometimes decided to hang out with other English-speakers who I knew weren't going to speak Spanish if they didn't have to. I sometimes spent too much times with those people, and that's something I should've done a better job monitoring."*

- *"Spend Easter break with some of my Australian friends at their homes. Instead I went as a tourist to the Great Barrier Reef with another American."*

A number of students commented on their use of social media while abroad:

- *"I should have stayed away from facebook and skype more than I did. This was a major mistake, in my opinion, because it was a big waste of time and stopped me from enjoying my abroad experience as much as I would have otherwise."*

- *"I should have somehow blocked my favorite websites from home (such as espn.com) so that I spent more time enjoying the city and less time involved in activities that I could have done at home."*

- *"Completely removing myself from Yale and things back home that distracted me from the experience I was having."*

- *"I should have spent less time on the computer."*

Recommendation 9 for CIPE:

First, we will use these results to communicate to prospective students the importance in stepping outside their comfort zones and away from social media. Second, we will develop ideas to encourage students to use the language and interact more with host-country nationals. Such ideas include:

- At the pre-departure meetings, we will enlist returned students to discuss strategies they used.

- Utilize parts of *Maximizing Study Abroad*, including *Culture-Learning Strategies, Strategies for Interacting with your Hosts*, and *Ideas for Interaction*.

- Prompts while abroad (as discussed in Recommendation #8)

YEAR/TERM ABROAD (YTA) and SUMMER STUDY ABROAD Survey Results 2011

"The most helpful step(s) Yale took to help me prepare for my experience abroad was (were):"

Table 11: *Total Respondents=205*

STUDY ABROAD ADVISERS	65	31%
PRE-DEPARTURE ORIENTATION	62	30%
STUDY ABROAD PEERS	36	17%
YALE COURSE PREPARATION	29	14%
FUNDING	25	12%

Answers to these open-ended prompts were coded as belonging to thematic groups. As Table 11 indicates, 31% of respondents commented on the usefulness of meeting with an adviser and 30% found the pre-departure orientation to be most helpful. Also, students valued meeting with study abroad peers.

Representative student comments include:

▪ *"Meeting one on one with me to answer all my questions."*

▪ *"Helping me find the study abroad program suited best for me."*

▪ *"Orientation was really helpful, it was great talking to students who just came back from a semester."*

▪ *"Pre-orientation information session, study abroad advisor for individual concerns/questions (who helped me through emails and phone calls--thank you!!)."*

▪ *"The pre-departure session was useful, and I appreciate the availability of the study abroad coordinators to answer questions."*

▪ *"The pre-departure sessions helped me realize how much I was supposed to get out of my summer experience, and this had been a good guidance for me over summer."*

▪ *"Having resources such as past student reports was incredibly insightful and helpful in forming my expectations and helping me prepare for living abroad."*

▪ *"The Peer Adviser program was WONDERFUL. The pre-orientation meeting was helpful, too, although I got that information a second time abroad. (Also, loved all the meetings with Susan and Karen, when I was first deciding upon my program --- both are really wonderful women, with a lot of insight!)."*

Recommendation 10 for CIPE:

Much has been written about the so-called Millennial Generation; including their supposed preference for online information. However, each of the three most-recorded responses indicates that students still value personal contact. This data reaffirms for us that online communication is no substitute for one-on-one interaction. However, we do acknowledge that many students may prefer to communicate via email rather than come in to meet with an adviser. Also, our strengths seem to fall at the beginning of the students' experience- in advising and pre-departure orientations. We will work to develop strategies for improving the support we provide students while abroad and also once they return to campus.

YEAR/TERM ABROAD (YTA) and SUMMER STUDY ABROAD Survey Results 2011

"The most helpful step(s) Yale could have taken but did NOT take to help me prepare for my experience abroad was (were):"

Table 12: *Total Respondents=173*

NOTHING	74	42%
STUDY ABROAD PEERS	22	12%
PROGRAM-SPECIFIC ORIENTATION/INFORMATION	19	10%
LOCALE-SPECIFIC INFORMATION	14	8%
CREDIT TRANSFER EXPLANATION	7	4%

Answers to these open-ended prompts were coded as belonging to thematic groups.   As Table 12 indicates, 42% of students reported that they did not feel there was something that Yale could have done, but did not do. It is also interesting to note that this was the question most skipped by students. However, some students listed answers such as "provide peer advisers, hold information sessions and offer advising." While these responses were few, they are important because they let us know that we are not reaching all students.

Recommendation 11 for CIPE:

We need to identify ways of better advertising the resources we offer. Also, it would be helpful for us to utilize technologies to increase student knowledge of the peer presence on campus. We will re-think the ways we communicate credit transfer, but some of these comments regarding credit indicate the difficulty language students have in determining what they will need to do to fulfill the language requirements. In the words of one student, "opening stronger lines of communication between CIE and academic departments (especially World Languages) would be helpful." In addition to working directly with the departments and offering DUS workshops, we could create a section on the CIPE website for departments to access and share information. We also plan to utilize the study abroad committee to help us generate ideas for engaging academic departments.

"As I reflect upon this experience, something I wish I had known:"

Table 13: *Total Respondents=189*

PROGRAM-SPECIFIC DETAILS	27	14%
NOTHING	24	12%
PACKING/WEATHER	22	11%
TIME GOES SO QUICKLY	20	10%
HANDLING/BUDGETING MONEY	16	8%

Answers to these open-ended prompts were coded as belonging to thematic groups. As Table 13 indicates, 14% of respondents wished they had known program-specific details. However, a number of students felt that they knew everything that they needed to before going. It was interesting to discover that 11% of students noted that they wish they had known more about rather mundane things such as the weather and packing.

Representative student comments include:

- *"The UK is very cloudy and rainy."*

- *"That it gets so cold at night in León."*

- *"Bring your own personal lap top to do work."*

- *"Pack less."*

- *"That I needed a proper French converter."*

- *"To look more closely at logistics, like the transportation system in the host country and become familiar with them."*

A number of students – almost exclusively summer students – noted how quickly the time passed while they were abroad:

- *"I wish I had realized how limited my time really was. I knew how limited it was, but it didn't hit me until later. Studying abroad is such a uniquely wonderful experience and I can't believe it's over. I wish I could have spent more time enjoying it."*

- *"The trip goes by SO fast. I can't believe it is over and I want to go back already. I would say to cherish the time you have there because even though six weeks sounds like a lot, with all the fun things to do it isn't even close to enough time."*

Recommendation 12 for CIPE:

We should empower students to take on the responsibility of learning more about their host country before they go.   We will show the results of this survey to students at our pre-departure orientation to emphasize the need for them to do research. We also plan to develop a *Program Research* worksheet. This worksheet will identify questions students should consider asking prospective programs. We will also continue to share the *Maximizing Study Abroad* worksheet: *Basic Things You Should Know Before You Go.*

Conclusion:

The feedback we received through this survey offered insight as to how students approach their study abroad goals. While we are pleased to read that they strive for language acquisition and cultural learning, our hope is that we can develop ways to get students to look beyond the obvious – to dig more deeply into goals that are measurable, and to get them to give more thought about what they mean when they say that they want to experience cultural immersion. These results will help us to refine all aspects of the work we do in the study abroad office – in advising, the design and dissemination of publications, the application process, and our pre-departure programming.

FELLOWSHIP PROGRAMS
Survey Results 2011
Written by April Ruiz, Assistant Director of Yale College Fellowships

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"I met the goals that I set for my fellowship experience:"

Table 14: *Number and percentage (rounded to the nearest percent) of respondents who selected each option. Responses were obtained from 106 out of 135 fellowship recipients.*

Strongly Agree	52	49%	93%
Agree	47	44%	
Neutral	6	6%	7%
Disagree	1	1%	
Strongly Disagree	0	0%	

CIPE has been moving forward with plans to encourage students to think about not only their project goals, but also their long-term goals in order to increase the success of students' individual experiences. CIPE asks students to choose their summer experiences based on what they need to accomplish – whether to fulfill a requirement, develop a skill, explore a specific industry/field, etc. – and to reflect upon their experiences in terms of these larger goals in addition to project-specific goals. This item was meant to evaluate whether students had defined goals for their summer experiences and whether, reflecting upon these experiences after returning, these goals had been reached. The data show that students reached their defined goals.

Representative student comments include:

- *"Delineating specific goals before departure helped focus each day and fostered efficiency."*

- *"My original plans for my fellowship fell through…. However, I was forced to think about my intellectual goals in a more creative way, and I think that I ultimately had a far richer experience."*

- *"My experiences were not exactly as I had planned, but I think that is good as it offers great lessons about flexibility and fusing preparation with thinking on one's feet, and … my experience exceeded my plans."*

- *"I was pleasantly surprised to find that all the contacts I had made in advance (e.g., people to interview, organizations to visit) were extremely helpful and germane to the subject of my research. I was able to explore areas of the subject I had never even considered before."*

- *"I didn't necessarily meet all the goals I had originally set out, but I strived to do so and did meet the new goals I set for myself after rethinking my priorities."*

Recommendation 13 for CIPE:

CIPE should continue to speak about how to define goals and how effectively to integrate these into one's plans through our information sessions, proposal workshops, individual advising appointments, and pre-departure orientations and meetings so that students have expectations about what they hope to get out of their experience and what they hope to achieve by taking on a fellowship before they begin. Another critical step in this process would be to encourage students to reflect upon and evaluate their goals during their experience (see next item).

FELLOWSHIP PROGRAMS Survey Results 2011

"Reflecting upon my goals throughout the fellowship experience proved an important part of any progress that I made:"

Table 15: *Number and percentage (rounded to the nearest percent) of respondents who selected each option. Responses were obtained from 106 out of 135 fellowship recipients.*

Strongly Agree	39	37%	**79%**
Agree	45	42%	
Neutral	21	20%	
Disagree	0	0%	**7%**
Strongly Disagree	1	1%	

Following from the previous survey item, this item aimed to determine whether students reflected upon their goals during their summer experience and whether this helped them to make a success of the experience. Most students (79%) indicated that this was the case, with many indicating that they kept journals or other written records to stay on track, which was a strategy we recommended informally.

Representative student comments include:

- *"Stated goals definitely kept me grounded."*

- *"Constantly revisiting my goals and tracking my direction was crucial for making progress."*

- *"This would have been helpful; I should have set more clear goals and spent a preplanned, mid-trip day to reflect and reassess."*

- *"When I felt down about my lack of progress, using my journal to reflect on why I was there, exactly what actions I could be taking (or could not be taking yet) to work on the project, and what I had already learned was very clarifying and absolutely essential for doing independent research."*

- *"With my discussions and research often leading to new possibilities, this helped to maintain a sense of the 'big picture' and keep the project manageable."*

- *"I learned to be flexible and amend my goals, and also to find value in the other unplanned experiences I encountered along the way."*

Recommendation 14 for CIPE:

Many students (20%) were "neutral," which could indicate that they were unsure about how to evaluate their own performance and how to integrate that evaluation into what actions they should take moving forward. The students who did find this type of reflection to be useful often indicated that they kept a journal or had another established method by which they were able to evaluate their progress. It follows, then, that CIPE should more formally encourage students to employ this type of strategy. CIPE might also consider providing students with reflection points to consider when writing entries. CIPE should make students aware from the outset that taking on, most especially, an independent project means that each student should be prepared and willing to hold oneself accountable. By making it clear that developing and carrying out independent work means expending continuous effort in self-evaluation, students will be more receptive to hearing about and more prepared to develop strategies for goal and progress evaluation.

FELLOWSHIP PROGRAMS Survey Results 2011

"What I learned from this experience has helped me refine my goals for next year and/or beyond:"

Table 16: *Number and percentage (rounded to the nearest percent) of respondents who selected each option. Responses were obtained from 106 out of 135 fellowship recipients.*

Strongly Agree	**67**	**63%**	**90%**
Agree	**29**	**27%**	
Neutral	**8**	**8%**	**10%**
Disagree	**2**	**2%**	
Strongly Disagree	**0**	**0%**	

As time spent preparing for and intentionally participating in a fellowship should be a formative experience that becomes integral to the student's long-term educational and professional path – indeed, we discuss fellowships in these terms – this item aimed to determine whether or not students were able to see these benefits and to act on them. We asked students whether their summer experiences informed their immediate and/or long-term choices and goals. An overwhelming majority (90%) agreed.

Representative student comments include:

- *"I incorporated large parts of this research into my proposal for a dissertation in applying to graduate schools. If I am accepted to grad school, this subject will be the foundation of my Ph.D. This fellowship therefore has directly impacted the course of my research and education for the next six years."*

- *"Perhaps? It has made me aware of limits that I didn't know I had in traveling, organization, and being away from the States. I thought I wanted to work abroad, but after a summer away, I am not sure. As far as what I was learning, I certainly will be a better architecture student and architect. That's undeniable."*

- *"I am now emboldened to more seriously consider a career in academia, since this summer has shown that it promises much more than simply being locked away in a corner with dusty books. Though I may not pursue a doctorate directly in this field, the fellowship has also allowed me to make lasting connections at a number of institutions. In fact, I was able to present several resources and ideas when recently asked for help from a Yale professor."*

- *"This experience widely increased my skill set, opened up job opportunities I thought I didn't have, and helped clarify some thoughts about post-graduation work."*

- *"I got a great first-hand experience in a field in which I plan to develop a career, I made great contacts in that field, and I got better insight into myself and what I want and may need from graduate education for a subsequent career."*

Recommendation 15 for CIPE:

In proposal writing workshops and information sessions, CIPE should continue encouraging students to think about the projects they propose in terms of long-term goals. Selection committees should be reminded that this is an important component of the experience to discuss in interviews. Additionally, by requiring returning students to report on their experiences and how these will affect their remaining years at Yale (and time beyond), CIPE gives students a means through which they can reflect upon and explicitly state these outcomes.

FELLOWSHIP PROGRAMS Survey Results 2011

"The best UNEXPECTED result of my fellowship experience was:"

Table 17: *Students were asked to craft their own responses, which were then categorized. Some responses were assigned more than one category. Responses were obtained from 97 out of 135 fellowship recipients.*

Personal Network Building	27	27%
Cultural Exploration	26	26%
Professional Network Building	21	21%
Personal Growth	19	19%
Future Plans	17	17%
Academic Insight	12	12%
Skill Development	10	10%

Representative student comments include:

- *"Learning about the real world. My parents always tell me that the real world doesn't work as smoothly as Yale does, and [this experience] has shown me things can't always be planned and tailored. Sometimes you just have to learn to contend with difficulties and… do the best you can with given circumstances."*

- *"Being completely and totally welcomed into a community of low-income Brazilians who come from a completely different walk of life than I do."*

- *"…how eye-opening it was with regards to other future/potential opportunities in my field of interest."*

- *"Going on a fellowship abroad allowed me to make friends with people who are 'outside' my normal social circles. This was definitely the best unexpected result of my fellowship experience."*

- *"Renewed interest in my major and international work as well as connections with a potential employer."*

- *"Gaining a new sense of independence. Although I have always been relatively independent, having lived abroad for two months I discovered a whole new sense of the word. My experience has truly changed my perception of myself and my outlook on the world."*

- *"Actually feeling like I have some direction to my life and an idea of what I could do post-Yale that would be meaningful!"*

Recommendation 16 for CIPE:

Due to its very nature, one can never plan for the unexpected. However, CIPE can prepare students to embrace positive changes that are unrelated to pre-set goals. During pre-departure orientations, we should encourage students to connect with people they might pre-conceive as being irrelevant to their professional needs or too different from themselves. It is often these contacts that students report as being thankful that they made. We should also push students to foster personal and professional growth by trying new tasks related to their research, new domestic experiences, or new cultural experiences. By reminding students before departure that a fellowship experience is more than the completion of a proposed project, they will be in a better position to attain these unplanned, positive outcomes.

FELLOWSHIP PROGRAMS Survey Results 2011

"The most helpful step(s) Yale took to help me prepare for my fellowship was (were):"

Table 18: *Students were asked to craft their own responses, which were then categorized. Some responses were assigned more than one category. Responses were obtained from 87 out of 135 fellowship recipients.*

Pre-departure Orientation & Resources	18	20%
Meeting with Faculty	17	19%
Written Application	14	16%
Interview Process	8	9%
Meeting with a Fellowship Adviser	7	8%
Yale Health Travel Clinic	7	8%
Coursework	7	8%

With so many options available to students, and with such a variety of student needs, we were not surprised that no one individual resource was most cited, though we are happy to report that students often sought out and used more than one resource to maximize their preparation (e.g., a meeting with a faculty member plus participation in pre-departure orientation activities).

Representative student comments include:

- *"The fellowship application process was extremely helpful in clarifying my ideas and interests in my topic; this work made me seriously invest in the project upfront and better value the time that I was given."*

- *"My faculty adviser was totally critical in getting me prepared on an emotional and intellectual level. Most importantly, she helped me really define the exact questions I was trying to answer so that I had a solid set of goals to fall back on whenever it felt the research was stuck."*

- *"I was abroad during the spring term, so I missed any orientations that were available. Perhaps I just did a poor job reading the available materials, but I don't feel like Yale took any serious steps to help me prepare for my fellowship."*

- *"I cannot thank enough the professors and graduate students who spent time with me during the spring semester helping me refine my ideas and sharing their experiences and expertise."*

- *"Grilling me during my fellowship interview on my goals, and forcing me to refine them."*

- *"Organizing the meeting before we left campus [pre-departure orientation] to connect students traveling to the same countries and provide useful information about the country. I felt less alone when traveling and used the network to contact some Yalies who were also there."*

Recommendation 17 for CIPE:

It is clear that students were able to benefit greatly from speaking with faculty members during individual meetings and fellowship interviews. CIPE should continue to encourage students to reach out to faculty early and often, and we should remind faculty how valuable these discussions are upon inviting them to serve on selection committees. Students also benefitted from the pre-departure orientation event and resources, which demonstrates that improvements in this area were well-received and should continue based on student needs (this process should be informed by the feedback received through this survey).

FELLOWSHIP PROGRAMS Survey Results 2011

"The most helpful step(s) Yale could have taken but did NOT take to help me prepare for this experience was (were):"

Table 19: *Students were asked to craft their own responses, which were then categorized. Some responses were assigned more than one category. Responses were obtained from 78 out of 135 fellowship recipients.*

Nothing	24	30%
Peer Contact	17	21%
Timeline / Goal Checkup	8	10%
Better Methodology Training	4	5%

While many students wrote that there was nothing more Yale could have done to prepare them, many students did have suggestions. While the high number of students who provided a suggestion could be due to the phrasing of the survey item (as published, it reads as if a suggestion is expected), the responses students provided will inform our actions going forward. It is also worth noting that only 58% of fellowship recipients responded to this item at all.

Representative student comments include:

- *"I could have used a class in method, but now I'm just all the more excited to take one."*

- *"It would have been useful to connect with Yale alumni living and working in Sacramento--I never got around to researching the alumni there on my own."*

- *"I would say none, because Yale can't prepare one for the specific country or specific experience. Everything is so subjective; therefore I say Yale did everything it possibly could to prepare me. It's unreasonable to think Yale could prepare one for all the unknown experiences that arise."*

- *"One helpful step that Yale could have taken would have been to be able to meet with students who received these fellowships in the past to know about what to expect during our fellowship."*

- *"I think more specific information about the risks of getting sexually harassed not merely on the street, but in your job itself, would have been helpful, since that was something I … was not expecting."*

- *"Frankly, I found the assistance of the Fellowship Office to be helpful, but hands-off in a very positive way. They didn't need to be checking in every week and giving advice on housing arrangements."*

Recommendation 18 for CIPE:

Many issues mentioned in response to this survey item are resources that some students actually mentioned as "the most helpful steps" in the previous survey item. Following from the comment about sexual harassment and from the university's increased initiatives in this area, CIPE should consider integrating information about sexual harassment into pre-departure orientation (CIPE should consult Dean Melanie Boyd). CIPE should also continue to make it clear to students that taking on a fellowship means being proactive and taking responsibility for one's own experience and to search for and make use of resources at Yale and to seek out resources outside of Yale if they have unmet needs.

FELLOWSHIP PROGRAMS Survey Results 2011

"The most helpful step(s) Yale could have taken but did NOT take to help me prepare for this experience was (were):"

Table 20: *Students were asked to craft their own responses, which were then categorized. Some responses were assigned more than one category. Responses were obtained from 93 out of 135 fellowship recipients.*

Take Action Early	**26**	**27%**
Plan Carefully	**24**	**25%**
Be Flexible	**17**	**18%**
Make Connections	**16**	**17%**
Explore the Area / Culture	**16**	**17%**
Use Available Resources	**12**	**12%**
Link to Your "Big Picture"	**11**	**11%**
Work Hard	**11**	**11%**
Be Open-Minded	**10**	**10%**

Representative student comments include:

- *"[Structured] programs may give you the security of having constant support in a country you've never visited before, but they also limit you: they will not push your comfort zone..."*

- *"Integrate the fellowship as much as possible with academic work both before and after the summer."*

- *"Get started on an idea early; don't wait until the last minute. This will cause you to write a rushed application and won't allow you to fully express why this fellowship is necessary for you and your future."*

- *"Apply to fellowships and keep applying. Apply just to get experience writing fellowship proposals, asking for letters of reference, and practicing your interview skills. Making a winning proposal takes practice and don't be discouraged if you don't succeed at first. I applied three times before I was accepted. My proposal writing and interview skills the first time I applied were nothing compared to the last."*

- *"Do the research and planning ahead of time, and embrace it when the experience doesn't follow plans exactly - that is the richest experience to have and the greatest source of learning."*

- *"To look through the list of fellowship winners to find someone going to the country you will be staying in and schedule meals with them. It's incredibly helpful."*

- *"Make it a project that will help you learn about something you're interested in, first and foremost, but also don't forget that it should help you grow personally, because that's how you 'cement' learning."*

- *"Do not attempt to recreate your life in the United States while abroad….because for all you know there might be a million possibilities for ways to live, most of which you have never even thought of."*

Recommendation 19 for CIPE:

We were happy to see that so much of the advice students elected to give one another reflects the advice we already provide. However, featuring more of this 'student voice' to underscore important advice will certainly give more appeal to our advising, to our information sessions, and to our Web site.

RICHARD U. FELLOWSHIP PROGRAM
Survey Results 2011
Written by Alan Baubonis, Assistant Director

The overall aim of this survey was to provide a metric for the prominent types of non-language learning that Light Fellows experience during their time abroad. We know that they make tremendous linguistic gains, as they are committed to full-time language study in the world's premier programs.

What other types of individual, cultural, and social learning come paired with language acquisition? How do Light Fellows return to Yale better prepared to grapple with the challenges of course selection, declaring a major, managing time on a daily and weekly basis, planning their goals for mid- to long-term periods of study and work, etc.? What role does the Light Fellowship administrative staff play in all of this? Lastly, how might we improve our administrative role in preparing outbound students to capitalize on the multifaceted potential of their time abroad?

Response Rate:

The survey invited voluntary responses from all 116 Light Fellows who were funded for 2011 summer language programs. Each question received between 65 and 80 responses (a participation rate of 69%, completion rate of 60%). At least a quarter of respondents supplied additional commentary on each of the three response-choice questions. The length and thoughtfulness of responses varied drastically; participation was generally enthusiastic and provided plentiful material for analysis.

Coding & Categorizing:

Six free-response fields yielded 269 submissions, which were then coded into four or five categories for each question. This categorization allows for a quantitative comparison of response topics, which can then be exemplified by individual student quotes, as seen in the following pages.

Implementation of Results:

We will use the results of this survey analysis to strategically realign our pre-departure presentation with the needs that students have communicated. Some of the results of the survey themselves (the notable open-end responses) are worthy of including in the presentation. Moreover, the general take-away from the survey can serve as a ruler by which to measure the Light Fellowship's success in promoting its core mission, and the utility of using intensive language study as a means in pursuing that mission.

RICHARD U. LIGHT FELLOWSHIP PROGRAM Survey Results 2011

"Concepts introduced in the Light Fellowship pre-departure meeting guided my mindset and actions:"

Table 21: *Students were asked the extent to which they agreed that the following concepts featured in pre-departure proved helpful to their experiences abroad: 1) Setting non-language goals; 2) "Own it"; taking personal responsibility for my experience; 3) Culture as an iceberg; superficial vs. deep culture; 4) 3 modes of engagement; tourist, social, intellectual; 5) The Platinum Rule; problematizing the Golden Rule; 6) The value of blogging; 7) The study abroad U-curve; honeymoon, hostility, humor, home; 8) Carry a notepad to record observations abroad and to foster critical reflection on goals and progress.*

Strongly Agree	237	37%	**85%**
Agree	306	48%	
Neutral	79	12%	
Disagree	15	2%	**15%**
Strongly Disagree	2	>1%	

Table 21 depicts cumulative responses across the 8 pre-departure items summarized above. Several of the concepts proved incredibly "sticky" in that they guided the thinking of nearly all respondents. "Setting non-language goals" proved particularly useful to the group as 95% of survey respondents agreed or strongly agreed that this exercise guided their mindsets and actions. "Own it," which was a segment of pre-departure that focused on taking personal responsibility for the outcomes of the experience abroad, positively guided the mindset of 88% of respondents. Part of "owing" the experience can come with consistent critical reflection throughout the experience, most often through a mature blogging protocol that the program has developed and in which nearly 75% of students Light Fellows *voluntary* participate.

Representative student comments include:

- *"Blogging should be required! It's fun and a really good and easy way to reflect on your experience, and remember it once you're home. It also helps ease the urge to speak English!"*

- *"Blogging certainly made me think more about aspects of my experiences while they were going on in the context of whether I should blog about them or not. I feel that this really drew my attention to some things I otherwise might not have noticed."*

- *"Time and time again during the summer, I thought about how uncannily accurate the U-Curve had been... It's eerie how accurately my emotions over time aligned with the curve, and I'm so thankful I was aware of the obstacles I'd face before starting to think they'd dominate the entirety of my experience."*

Recommendation 20 for CIPE:

Present pre-departure concepts in ways that cater to a diverse audience; include data in graph form, concepts in verbal form, photographs and visually depicted examples, and interactive breaks that allow students to voice and work through their personal perceived challenges. Continually reinforce the importance of personal agency and help students to define not only their goals better but also how to measure their own progress along the way.

RICHARD U. LIGHT FELLOWSHIP PROGRAM Survey Results 2011

"While abroad, significant aspects of my cultural learning took place outside of the classroom:"

Table 22: The Light Fellowship, while funding intensive language study in East Asia, is not interested in increasing students' linguistic abilities alone. Rather, the fellowship is designed to encourage student engagement, using language as a tool, with the cultural and political realities that shape the larger world and their potential to contribute to it positively.

Strongly Agree	50	69%	**98%**
Agree	21	29%	
Neutral	1	2%	**2%**
Disagree	0	0%	
Strongly Disagree	0	0%	

Most responses to this question of learning outside of the classroom center around the themes of social interaction and experiential learning. A lesson from a textbook or teacher may be easily forgotten, but an interesting conversation with a new acquaintance can leave a permanent imprint on one's memory. This outcome, of course, is often only possible with the language abilities that are honed in the classroom and through the rigors of grammar practice and textbook study.

Representative student comments include:

- *"I feel that most of my learning took place outside the classroom….there's only so much you can learn by someone just telling you stuff. Only by going to the country and actively interacting with people and exploring can you gain true experiences that will stay with you for a lifetime."*

- *"Everyday classes were a good platform and usually presented interesting social phenomena. They fueled conversations and debates with locals that couldn't have happened otherwise. I would say that cultural learning definitely happened mostly outside of the classroom, but would have been very limited if not impossible had there not been a strong basis in the classroom."*

- *"I would say more than 60% of my learning (if not more) took place outside the classroom. I can't emphasize enough how important it is not to get sucked into the bubble of your dorm, cramming characters all day."*

- *"I learnt so much just by going to lunch with my teachers, taking the subway and talking to the intrigued Chinese person sitting next to me, chatting with the fuwuyuan and service personnel at shops etc. It was amazing how much I learnt and what a confidence booster it was. It made hours of studious learning worth it and gave me the needed encouragement to push myself through all the weeks of study. It was so rewarding being able to use grammar points and vocabulary and being understood but most importantly I got an insight into the lives of regular Chinese folk that no textbook can fully capture."*

Recommendation 21 for CIPE:

The direct purpose of Light Fellowship funding is to provide cultural and social experience through the conduit of intensive language study. Our message to student is that: yes, teachers plan the curriculum, but **you** are responsible for the larger world of learning that can only take place outside of class and only with significant investments of **your own time and energy**, often far outside of your comfort zone.

RICHARD U. LIGHT FELLOWSHIP PROGRAM Survey Results 2011

"My attitudes about social responsibility, politics, environmental consciousness, or intercultural sensitivity have changed for the better as a result of my time as a Light Fellow abroad:"

Table 23: While we would expect some shifts in attitudes for Light Fellows who study abroad for a term or an entire academic year, for such changes to take place in as little as eight weeks would be a remarkable outcome - but we see evidence of this even with Light Fellows who studied abroad just during the summer. Indeed, *no* students disagreed (seven, or 10%, indicated 'Neutral') with the survey statement.

STRONGLY AGREE	34	49%	**90%**
AGREE	29	41%	
NEUTRAL	7	10%	10%
DISAGREE	0	0%	
STRONGLY DISAGREE	0	0%	

Of students who provided free-response commentary, the overwhelming majority (12 of 17) cited changes particularly in their intercultural sensitivity. These statements convey maturation and growth in adaptability - two traits that will undoubtedly prove useful in future study and career paths. Growth in intercultural sensitivity also often accompanies a more careful view of one's home country, which in turn should lend these Light Fellowship Alumni a wider perspective for making positive contributions to society.

Representative student comments include:

▪ *"I learned that when abroad in another country, one needs to view the people and customs in context with the culture. It is essential to understand and accept the history and values that formed the culture, rather than constantly comparing it with the USA."*

▪ *"Being away from home, and in a foreign country forced me to become more adaptive and understanding of certain circumstances and the people I ran into. I have learned to be accepting and compliant of the things that were expected of me as I was in Korea."*

▪ *"At the beginning of the program, a lot of my friends and I habitually made snide comments about the Chinese government … but as time went on and I talked to more and more locals and realized that the people were generally content and understanding of their government's decisions, I began to revise my snap judgments, the ones that were palatable to Americans bred on the ideals of liberty and individualism. I began to think as I'd never before about Internet censorship, about Communism, about materialism -- and while I still don't agree with many of the Chinese government's tactics, I definitely recognize reason, pride, and genuine concern for citizens in its actions."*

Recommendation 22 for CIPE:

To what extent does good advising at Yale help students to engage (or be aware) abroad of issues such as social responsibility, politics, environmental consciousness, and intercultural sensitivity? Certainly in terms of helping students to set goals for themselves abroad, CIPE can more explicitly raise the possibility that such shifts in awareness and sensitivity are indeed possible. Sharing quotes from alumni like those above would be one good way to underscore these outcomes; but while there is no doubt that a fair amount of such learning occurs "naturally" when students study abroad, CIPE should work to make these outcomes a more intentional result of what it means to experience life in new settings and societies.

RICHARD U. LIGHT FELLOWSHIP PROGRAM Survey Results 2011

"One social skill I have learned as a result of cultural immersion is:"

Table 24: In answering this question, Light Fellows share competencies that transcend language study. Wording of the question is intentionally vague in order to provoke as broad a spectrum of answers as possible. We have left it to the student to decide what qualifies as a 'social skill'. As a free-response item, most results coded into one of the following categories.

Confidence / Comfort	19	27%	
Patience / Politeness	19	27%	78%
Conversation / Communication	17	24%	
Negotiation	4	5%	5%

The top three categories of self-reported social learning are nearly equal, and account for over three quarters of the entire response collection. Because Light Fellows are engaged in intensive language programs, and virtually all of their formal study involves communication, it is somewhat surprising that the "Conversation/Communication" category was not the dominant response type. This buttresses the result of Table 22, which showed that students perceive that their extracurricular experiences while abroad are at least as impactful as their classroom learning. All of the "social skill" categories appear to be critical markers of Yale's educational mission.

Representative student comments include:

- *"Despite not knowing the language very well, you must NOT be ashamed to speak it. You must overcome the hump of embarrassment of speaking …., or else you will never improve."*

- *"Listening to what someone is really saying - not just their words, but their thought process and various things in their life/ their country's history that allows them to believe a certain way. Being able to think outside of myself."*

- *"On the sleeper train to Xi'An, an elderly man I bunked with gave me this advice: 'Speak with everyone here. Don't be shy. Make mistakes. Make lots of them. The important thing is that you speak the language.' … After that bit of mid-program advice, I began to take every opportunity to befriend locals, and that's when my language skills really took off -- and, of course, when the fun really began."*

- *"I have learned to focus more on listening. It's easy to want to talk at people and expect them not only to know what you're saying, but what you really mean. It's crucial to work to thoroughly understand other people's culture and how that affects their perspective."*

Recommendation 23 for CIPE:

During advising and pre-departure, students should be alerted that much of what they take away from their time abroad will be about personal growth and social experience. Likewise, when considering at which language program they intend to study, students should factor in the amount of non-study time that each program allows and how much extracurricular learning is feasible given those time constraints. Finally, we need to encourage students to be ready to "fail" in their interactions with others if such "failure" means going beyond their initial comfort zones in order ultimately to establish new connections and new skill sets.

UNDERGRADUATE CAREER SERVICES

Survey Results 2011

Written by Allyson Moore, Director

Report Prepared by Lynn Saiers, Information Specialists

"As a result of going through the UCS internship application process, I am more confident in creating a targeted resume:"

US Internships			
STRONGLY AGREE	9	11.4%	**55.7%**
AGREE	35	44.3%	
NEUTRAL	24	30.4%	30.4%
DISAGREE	6	7.6%	13.9%
STRONGLY DISAGREE	5	6.3%	

Table 25: 100%, N=79 (also see: Chart 1, Page 40)

International Internships			
STRONGLY AGREE	8	13.8%	**67.2%**
AGREE	31	53.4%	
NEUTRAL	16	27.6%	27.6%
DISAGREE	2	3.4%	3.4%
STRONGLY DISAGREE	0	0%	
NOT REQUIRED	1	1.7%	1.7%

Table 26: 100%, N=58 (also see: Chart 1, 40)

- More than half of the student respondents feel confident about their ability to craft targeted résumés, which may suggest overconfidence – especially since several indicated that they had not requested UCS assistance with reviewing their résumés.
- A seemingly high number of students (more than 25%) selected "neutral," which may mean the UCS process had no impact (positive or negative) or that the word "targeted" was confusing to students.

"As a result of going through the UCS internship application process, I am more confident in writing a customized cover letter:"

US Internships			
STRONGLY AGREE	10	12.7%	**54.4%**
AGREE	33	41.8%	
NEUTRAL	23	29.1%	29.1%
DISAGREE	7	8.9%	15.2%
STRONGLY DISAGREE	5	6.3%	
NOT REQUIRED	1	1.3%	1.3%

Table 27: 100%, N=79 (also see: Chart 11, Page 10)

- Here, too, more than half of the domestic internship student respondents feel confident about their ability to draft customized cover letters; again, there may be an element of overconfidence.

"As a result of going through the UCS internship application process, I am more confident in preparing a compelling personal statement:"

International Internships			
STRONGLY AGREE	7	11.9%	57.6%
AGREE	27	45.8%	
NEUTRAL	16	27.1%	27.1%
DISAGREE	4	6.8%	6.8%
STRONGLY DISAGREE	0	0%	
NOT REQUIRED	5	8.5%	8.5%

Table 28: 100%, N=59 (also see: Chart 12, Page 11)

- International Bulldogs data suggest students feel confident; however, UCS would need to review a sampling of statements to confirm this belief.

Representative student comments include:

- *"I feel more confident in these areas having prepared an application, but I didn't go over my application for this opportunity with UCS."*

- *"I did not take advantage of UCS resources in preparing these materials, though I imagine it would have helped."*

- *"I did not check my resume with UCS before handing it in."*

Recommendation 24 for CIPE:

UCS should implement a formal career development curriculum, with optional and mandatory components, focused on customized cover letters/personal statements, targeted résumés, networking techniques, effective interviewing skills and other fundamentals. UCS also must provide opportunities for students to practice these newly acquired skills in safe and non-evaluative environments.

"The next step I plan to take in building upon this internship experience is expanding my network of professional contacts:"

US Internships			
STRONGLY AGREE	13	16.5%	**68.4%**
AGREE	41	51.9%	
NEUTRAL	18	22.8%	22.8%
DISAGREE	7	8.9%	8.9%
STRONGLY DISAGREE	0	0%	

Table 29: 100%, N=79 (also see: Chart 14, Page 12)

International Internships			
STRONGLY AGREE	17	29.3%	**74.1%**
AGREE	26	44.8%	
NEUTRAL	14	24.1%	24.1%
DISAGREE	1	1.7%	1.7%
STRONGLY DISAGREE	0	0%	

Table 30: 100%, N=58 (also see: Chart 14, Page 12)

- It appears that students recognize the value of networking, which is emphasized in UCS domestic and international internship programs.

"The next step I plan to take in building upon this internship experience is pursuing additional internships / full-time jobs in this field:"

US Internships			
STRONGLY AGREE	17	21.5%	**53.1%**
AGREE	25	31.6%	
NEUTRAL	16	20.3%	20.3%
DISAGREE	13	16.5%	26.6%
STRONGLY DISAGREE	8	10.1%	

Table 31: 100%, N=79 (also see: Chart 15, Page 12)

International Internships			
STRONGLY AGREE	16	27.6%	**62.1%**
AGREE	20	34.5%	
NEUTRAL	14	24.1%	24.1%
DISAGREE	7	12.1%	13.8%
STRONGLY DISAGREE	1	1.7%	

Table 32: 100%, N=58 (also see: Chart 15, Page 12)

- This data validates UCS' expectation that some interns would find the sectors in which they worked rewarding while others would remain undecided.

"The next step I plan to take in building upon this internship experience is seeking alternative experiences because I no longer wish to pursue this field:"

US Internships			
STRONGLY AGREE	8	10.1%	**36.7%**
AGREE	21	26.6%	
NEUTRAL	20	25.3%	25.3%
DISAGREE	23	29.1%	38.0%
STRONGLY DISAGREE	7	8.9%	

Table 33: 100%, N=79 (also see: Chart 16, Page 13)

International Internships			
STRONGLY AGREE	4	6.9%	**24.1%**
AGREE	10	17.2%	
NEUTRAL	19	32.8%	32.8%
DISAGREE	19	32.8%	43.1%
STRONGLY DISAGREE	6	10.3%	

Table 34: 100%, N=58 (also see: Chart 16, Page 13)

- Again, this data validates the expected outcome.

"The next step I plan to take in building upon this internship experience is fine-tuning my career story to incorporate my professional achievements:"

US Internships			
STRONGLY AGREE	18	22.8%	**87.4%**
AGREE	51	64.6%	
NEUTRAL	7	8.9%	8.9%
DISAGREE	1	1.3%	3.8%
STRONGLY DISAGREE	2	2.5%	

International Internships			
STRONGLY AGREE	15	25.9%	**79.3%**
AGREE	31	53.4%	
NEUTRAL	12	20.7%	20.7%
DISAGREE	0	0%	0%
STRONGLY DISAGREE	0	0%	

Table 35: 100%, N=79 (also see: Chart 17, Page 13)   *Table 36: 100%, N=58 (also see: Chart 17, Page 13)*

- It's good to learn that students understand the importance crafting "career stories," which highlight their professional accomplishments.

Representative student comments include:

- *"This was a great way to get an internship in a field that I might not otherwise have had the chance to break into - because it was a Yale-only program, the pool of applicants was smaller and the desire to have an international/different experience was given more weight, which was something that I really appreciated."*

- *"This was a WONDERFUL opportunity to learn what I do/do not like about working in politics! The office was such an open environment that I felt comfortable speaking up when I didn't like how something worked or was being handled, which taught me a lot about how I would function in that type of workplace long-term. It was also a phenomenal networking opportunity, as my exit interview included a peek at a solid recommendation AND a sincere offer from my employers to put me in contact with a range of people in similar fields back in the US--they actually said they would be upset if I didn't use them! It will be extremely helpful as I look for jobs for my junior summer back in the States."*

- *"The Paul Block Internship is an excellent introduction to daily newspaper journalism. I am very grateful to have had the opportunity to realize firsthand how compelling I find this work."*

- *"This internship cemented my career plans! I loved it."*

Recommendation 25 for CIPE:

UCS should redouble its efforts to attract a broader range of intern positions so that students are offered the opportunity to test and explore a rich and diverse set of potential career paths/industries. UCS should host more student-alumni networking events on- and off-campus, and should consider including a segment on "how to tell your story" in its career development curriculum.

"As a result of my recent internship experience, the most important job-related skill(s) that I developed is (are):"

Table #37: Total open-ended responses categorized; R=86. N=53 (also see: Chart 18, Page 14)

US Internships			
INDUSTRY-SPECIFIC KNOWLEDGE	**15**	**17.4%**	
PROFESSIONALISM	14	16.3%	
COLLABORATION	12	14.0%	
TECHNICAL/SOFTWARE	9	10.5%	
TIME MANAGEMENT	7	8.1%	
PROJECT MANAGEMENT	6	7.0%	
NETWORKING	5	5.8%	
WRITING	4	4.7%	**100%**
RESEARCH	4	4.7%	
PRESENTATION	3	3.5%	
WORKPLACE RESPONSIBILITIES	2	2.3%	
INTERVIEWING	1	1.2%	
LEADERSHIP	1	1.2%	
PROBLEM SOLVING	1	1.2%	
TEACHING	1	1.2%	
LANGUAGE	1	1.2%	

- As expected and hoped, students acquired additional industry specific knowledge as a result of their internship experiences.
- Interestingly, two "soft" skills – professionalism and collaboration – earned #2 and #3 rankings as the most important job-related skills developed during the course of the internships.

Representative student comments include:

- *"Working for different types of supervisors." (Cleveland)*

- *"Being professional and on-time in the workplace, quantitative and qualitative research skills, practicing editing and grant-writing skills." (Houston)*

- *"I learned how to deal with the incompetence of a poorly run organization headed by people of little to no ability. This internship is being canceled next summer, and for that I am thankful." (Minneapolis)*

- *"Confidence in my own capacity to work well, competitively and professionally." (San Francisco)*

- *"I learned to take ownership of a project and to work independently. I also learned how to communicate with coworkers and figure out how our projects could." (YACSF)*

Table #38: Total open-ended responses categorized; R=87. N=43 (also see: Chart 18, Page 14)

International Internships			
PROFESSIONALISM	13	14.9%	
COMMUNICATION	10	11.5%	
RESEARCH	9	10.3%	
NETWORKING	8	9.2%	
INDUSTRY-SPECIFIC KNOWLEDGE	7	8.0%	
TECHNICAL	6	6.9%	
ADAPTING TO/UNDERSTANDING CULTURE	5	5.7%	
PROJECT MANAGEMENT	5	5.7%	**100%**
WRITING	5	5.7%	
PRESENTATION	5	5.7%	
COLLABORATION	4	4.6%	
LANGUAGE/BUSINESS ETIQUETTE	3	3.4%	
LANGUAGE	3	3.4%	
TIME MANAGEMENT	3	3.4%	
PROBLEM SOLVING	1	1.1%	

- Here, too, "soft" skills – professionalism and networking – earned high ratings as the most important job-related skills developed during the course of the internships.

Representative student comments include:

- *"How to apply my skills to areas of work that I don't necessarily have too much experience in." (Uganda)*

- *"Learning to work in a business environment of a foreign country." (Beijing)*

- *"Working in a big company means navigating the egos, hierarchy, and bureaucratic courtesy that are an inherent part of any corporate structure." (Hong Kong)*

- *"Interacting on a personal level with very important people in English and French." (Brussels)*

- *"Being able to develop professional relationships with coworkers and employees of other companies." (Buenos Aires)*

- *"I learned how to negotiate with a boss whose communications skills are horrible. Finding a way to still have a meaningful internship is a lifelong skill that I appreciate." (Istanbul)*

- *"I learned the importance of maintaining professionalism when put into an environment where the organization I work for goes against my personal beliefs." (Istanbul)*

- *"Not letting the perfect be the enemy of the good." (Iberia)*

- *"Punctuality".*

Recommendation 26 for CIPE:

UCS should educate students about the value of "hard," transferable skills (research, analytic inquiry, etc.) and devote some attention to "soft" skill development (professionalism, communications, etc.)

"The location of this internship played a key part in my decision to work there:"

US Internships			
STRONGLY AGREE	21	26.9%	**61.5%**
AGREE	27	34.6%	
NEUTRAL	16	20.5%	20.5%
DISAGREE	10	12.8%	17.9%
STRONGLY DISAGREE	4	5.1%	

Table 39: 100%, N=78 (also see: Chart 19, Page 15)

International Internships			
STRONGLY AGREE	36	62.1%	**84.5%**
AGREE	13	22.4%	
NEUTRAL	6	10.3%	10.3%
DISAGREE	3	5.2%	5.2%
STRONGLY DISAGREE	0	0%	

Table 40: 100%, N=58 (also see: Chart 19, Page 15)

- Although a few students were more focused on the role than the location, the vast majority acknowledged the importance of geographic location, as expected.

Representative student comments include:

- *"As I am from New York City, I wanted an internship that I could do while living at home."*

- *"I have family in the Twin Cities and love the area."*

- *"I actually decided to do the internship mostly because I wanted to travel to Uganda and experience working in a developing country. However, looking back, all I can say is that my internship played a huge role in my experience and the way that I changed while I was there."*

- *"I wanted to practice my Spanish - both in the office, and on the streets of Madrid."*

- *"The location (Kampala, Uganda) would not have been feasible without Yale's financial assistance for transportation/taxi costs. Without that component, Bulldogs in Uganda would be a very limited program, eclipsing the benefits of interning abroad."*

- *"I did not know much at all about Denver prior to making the decision to do the internship there. Now, however, the location as well as the job play a big role in my current decision in considering to return there for full-time work after graduation."*

- *"While I ended up loving New Orleans, I would have been interested in the job no matter where it was located."*

- *"I would have been willing to go almost anywhere."*

- *"Cleveland was great, but I definitely went there for the internship."*

- *"I searched bulldogs opportunities by industry, not city (specifically for consulting jobs)"*

- *"I was not drawn to the Paul Block Internship at the Pittsburgh Post-Gazette because of Pittsburgh. I had no familiarity with the city and low expectations. However, I was delighted to find Pittsburgh a vibrant, enjoyable city, full of wonderful, fun opportunities for my off-hours as well as for reporting."*

Recommendation 27 for CIPE:

UCS should move forward with its plans to partner with AIESEC/YCC on a college-wide survey to assess the geographic locations most preferred by students.

"UCS should consider adding internships in the following locations"

US Internships			
CHICAGO	12	18.0%	
BOSTON	8	11.9%	
ATLANTA	6	9.0%	**55.4%**
LOS ANGELES	6	9.0%	
NEW YORK CITY	5	7.5%	

Table 41: Top 37 Answers Shown (R=67; N=27) (also see: Chart 20, Page 16)

International Internships			
PARIS	10	10.2%	
BARCELONA	6	6.1%	
RIO DE JANEIRO	4	4.1%	
MEXICO CITY	3	3.1%	
SYDNEY	3	3.1%	
AMMAN	2	2.0%	**40.6%**
JOHANNESBURG	2	2.0%	
LIMA	2	2.0%	
MOSCOW	2	2.0%	
ROME	2	2.0%	
TORONTO	2	2.0%	
STOCKHOLM	2	2.0%	

Table 42: Top 40 Answers Shown (R=98; N=26) (also see: Chart 21, Page 17)

- The domestic data confirms that UCS' desire to launch internship programs in Atlanta, Boston, Chicago and New York City is sound.

Recommendation 28 for CIPE:

UCS should expand its domestic internship program to metropolitan areas of greater interest to students.

CHART 1: As a result of going through the UCS internship process, I am more confident creating a targeted resume:

Legend: International (N=58), US (N=79)

- Strongly Agree: 13.8% (8) International; 11.4% (9) US
- Agree: 53.4% (31) International; 44.3% (35) US
- Neutral: 27.6% (16) International; 30.4% (24) US
- Disagree: 3.4% (2) International; 7.6% (6) US
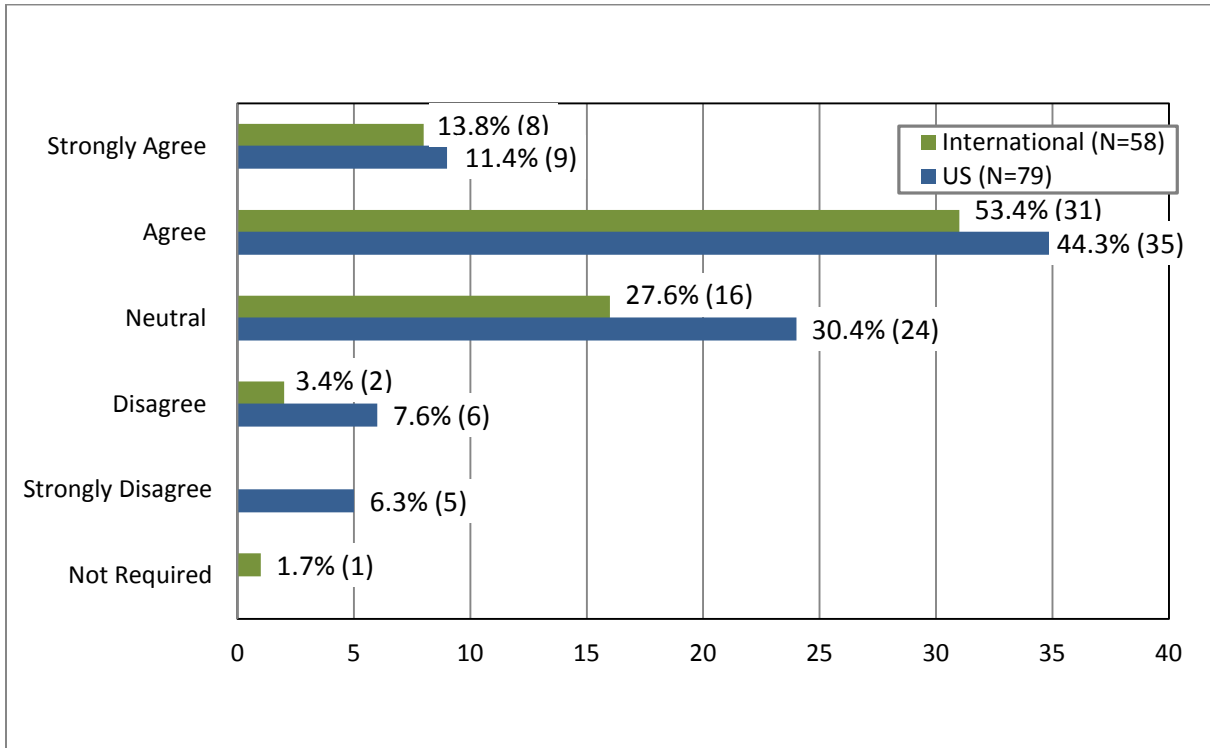- Strongly Disagree: 6.3% (5) US
- Not Required: 1.7% (1) International

CHART 2: As a result of going through the UCS internship process, I am more confident writing a customized cover letter:

Legend: US (N=79)

- Strongly Agree: 12.7% (10)
- Agree: 41.8% (33)
- Neutral: 29.1% (23)
- Disagree: 8.9% (7)
- Strongly Disagree: 6.3% (5)
- Not Required: 1.3% (1)
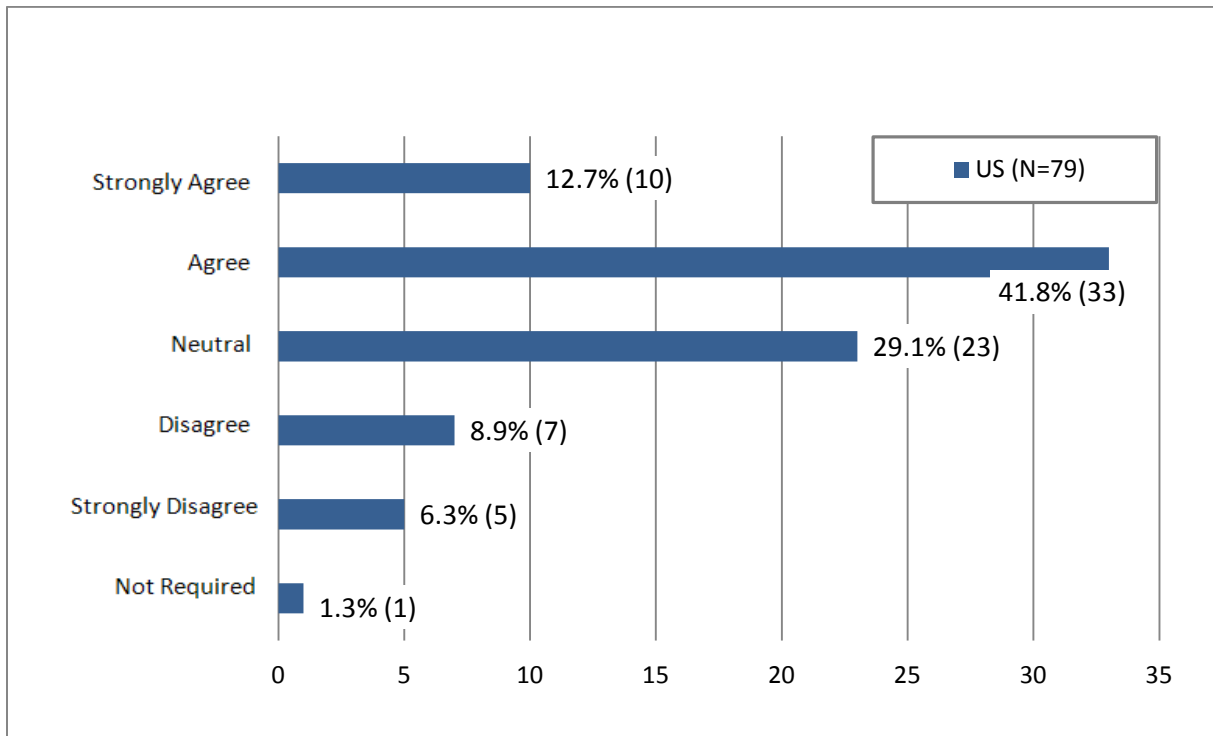
CHART 3: As a result of going through the UCS internship process, I am more confident preparing a compelling personal statement:

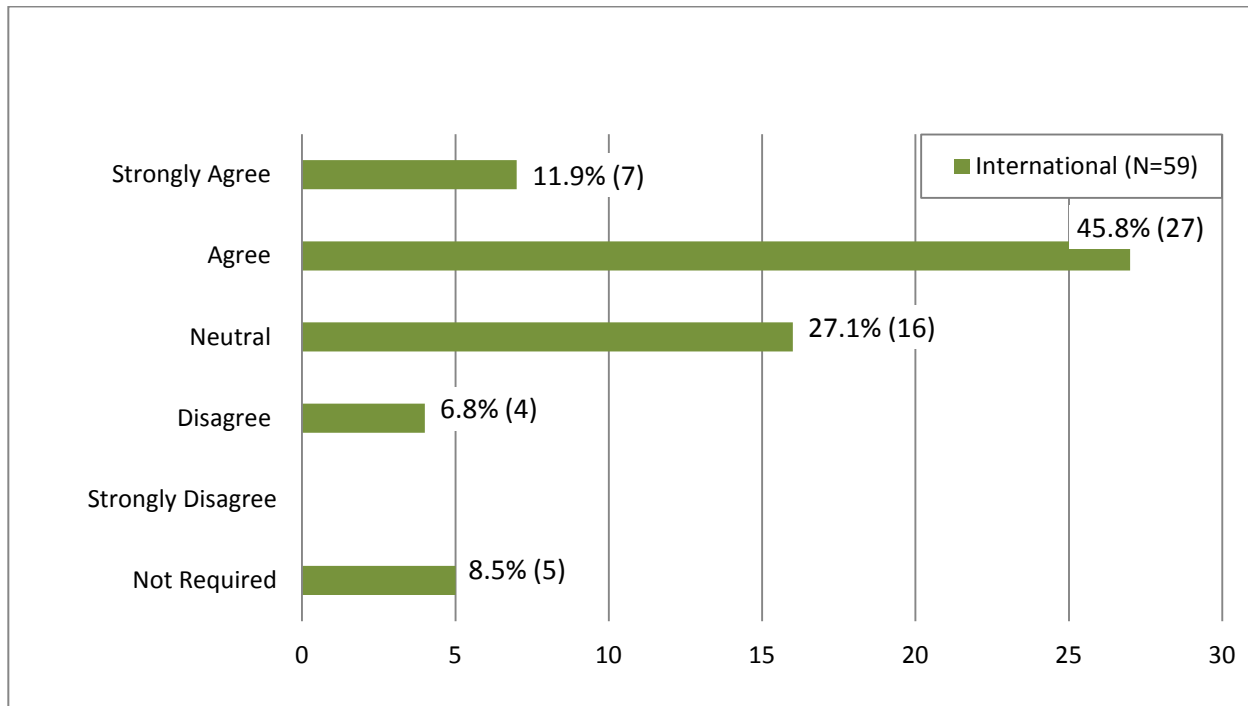| Response	International (N=59)
Strongly Agree	11.9% (7)
Agree	45.8% (27)
Neutral	27.1% (16)
Disagree	6.8% (4)
Strongly Disagree	
Not Required	8.5% (5)

CHART 4: As a result of going through the UCS internship process, I am more confident presenting a persuasive interview

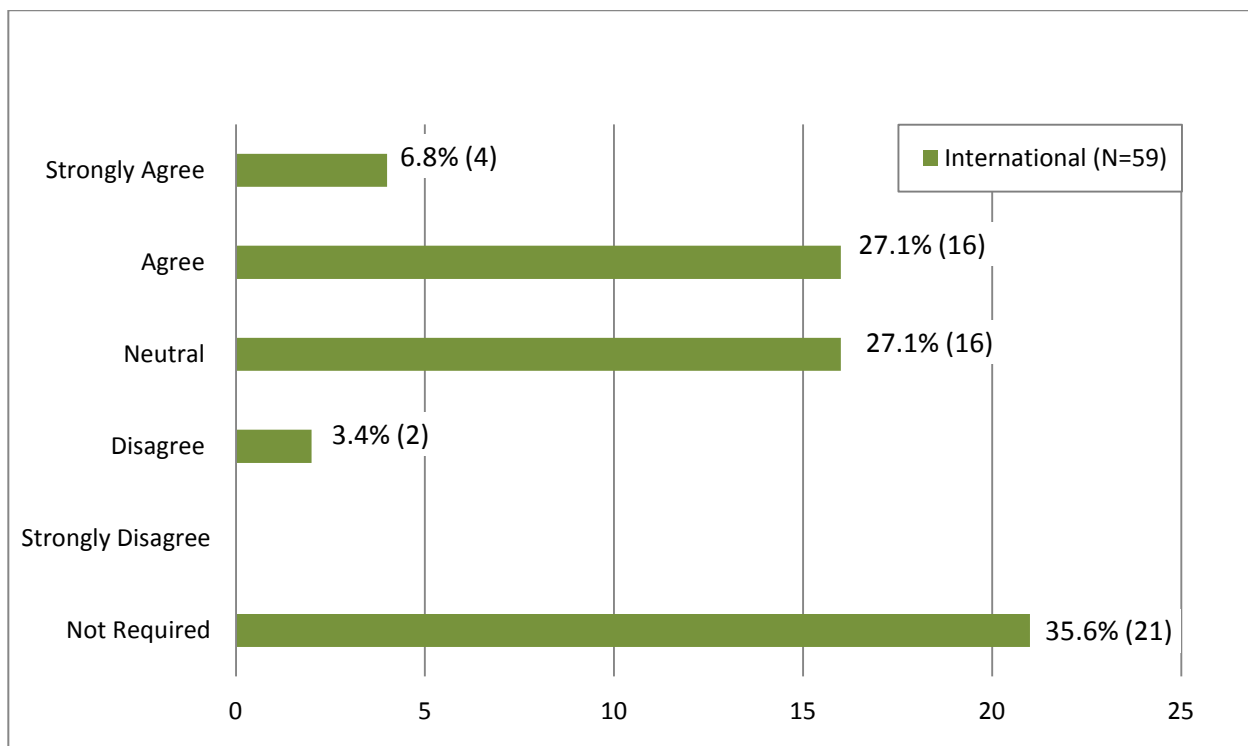| Response	International (N=59)
Strongly Agree	6.8% (4)
Agree	27.1% (16)
Neutral	27.1% (16)
Disagree	3.4% (2)
Strongly Disagree	
Not Required	35.6% (21)

CHART 5: The next step(s) I plan to take in building upon this internship experience is (are) expanding my network of professional contacts

Strongly Agree — International: 29.3% (17); US: 16.5% (13)
Agree — International: 44.8% (26); US: 51.9% (41)
Neutral — International: 24.1% (14); US: 22.8% (18)
Disagree — International: 1.7% (1); US: 8.9% (7)
Strongly Disagree —

Legend: International (N=58)
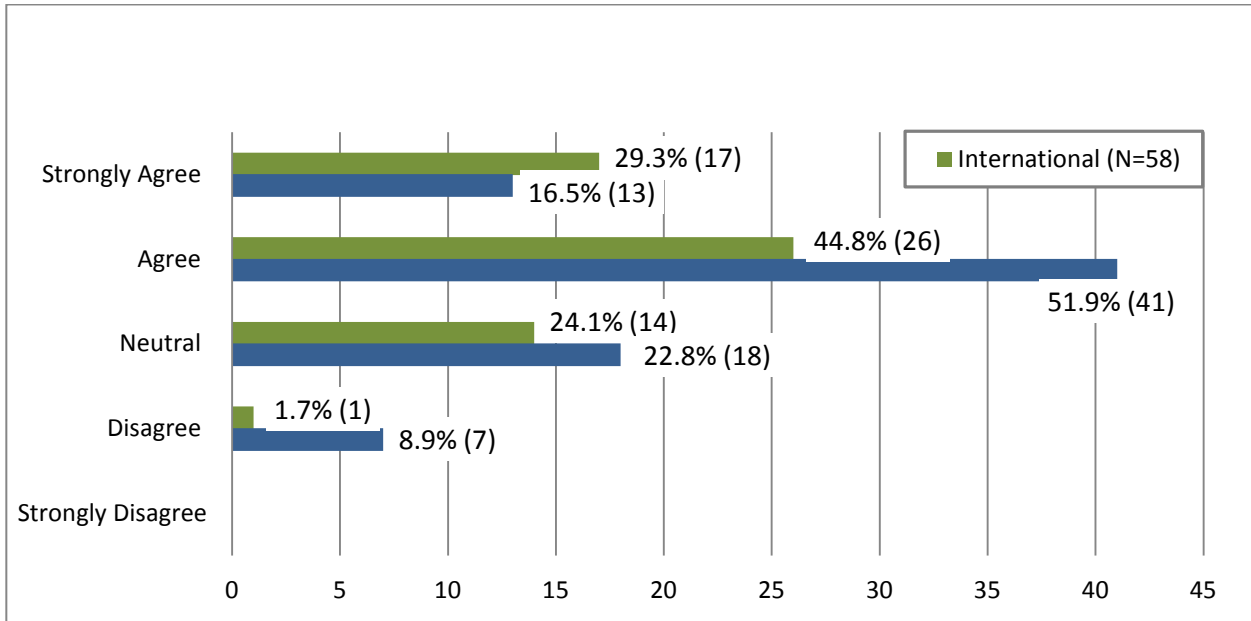
CHART 6: The next step(s) I plan to take in building upon this internship experience is (are) pursuing additional internships / full-time jobs in this field

Strongly Agree — International: 27% (16); US: 21.5% (17)
Agree — International: 34.5% (20); US: 31.6% (25)
Neutral — International: 24.1% (14); US: 20.3% (16)
Disagree — International: 12.1% (7); US: 16.3% (13)
Strongly Disagree — International: 1.7% (1); US: 10.1% (8)

Legend: International (N=58); US (N=79)

CHART 7: The next step(s) I plan to take in building upon this internship experience is (are) seeking alternative experiences because I no longer wish to pursue this field

Legend:
- International (N=58)
- US (N=79)

Response	International	US
Strongly Agree	6.9% (4)	10.1% (8)
Agree	17.2% (10)	26.6% (21)
Neutral	32.8% (19)	25.3% (20)
Disagree	32.8% (19)	29.1% (23)
Strongly Disagree	10.3% (6)	8.9% (7)
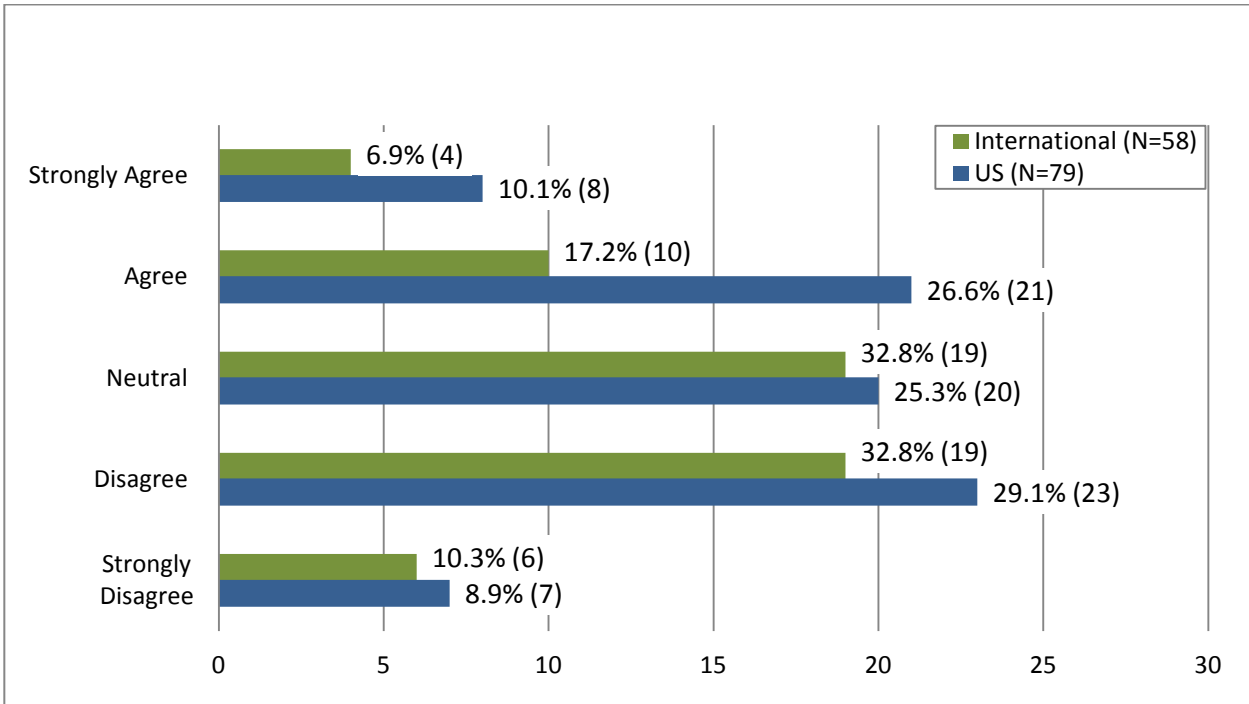
CHART 8: The next step(s) I plan to take in building upon this internship experience is (are) fine-tuning my career "story" to incorporate my professional achievements
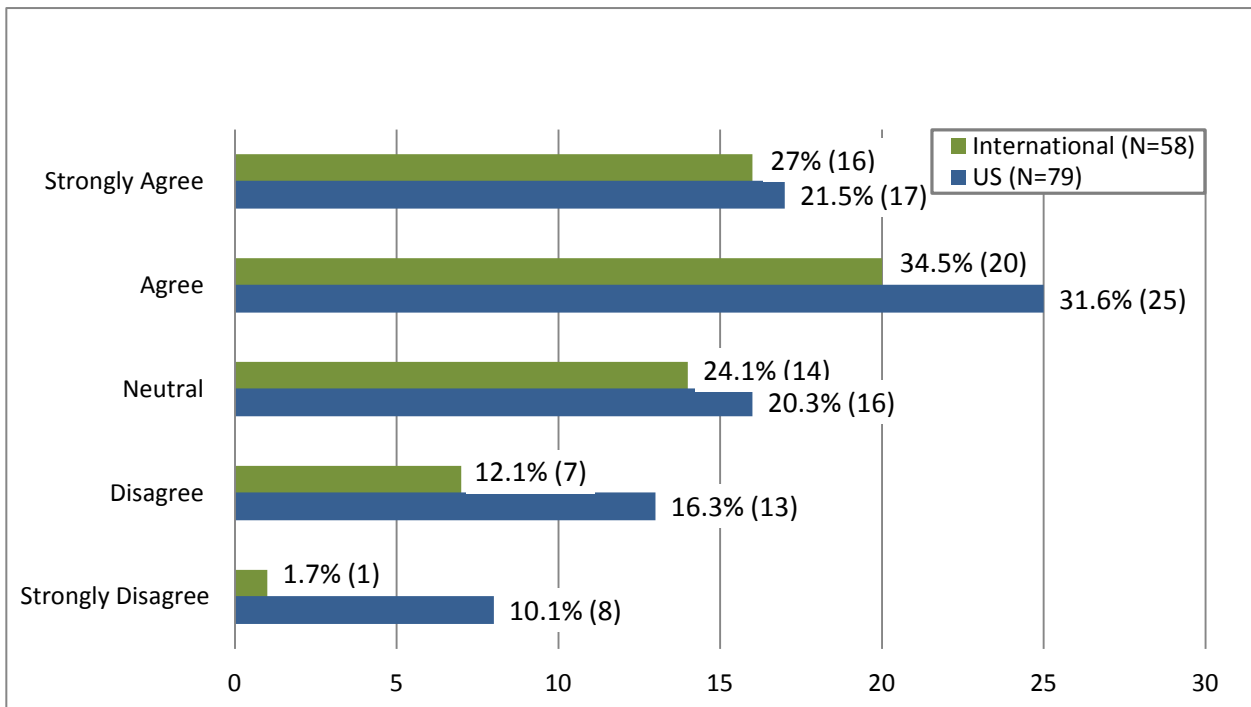

Legend:
- International (N=58)
- US (N=79)

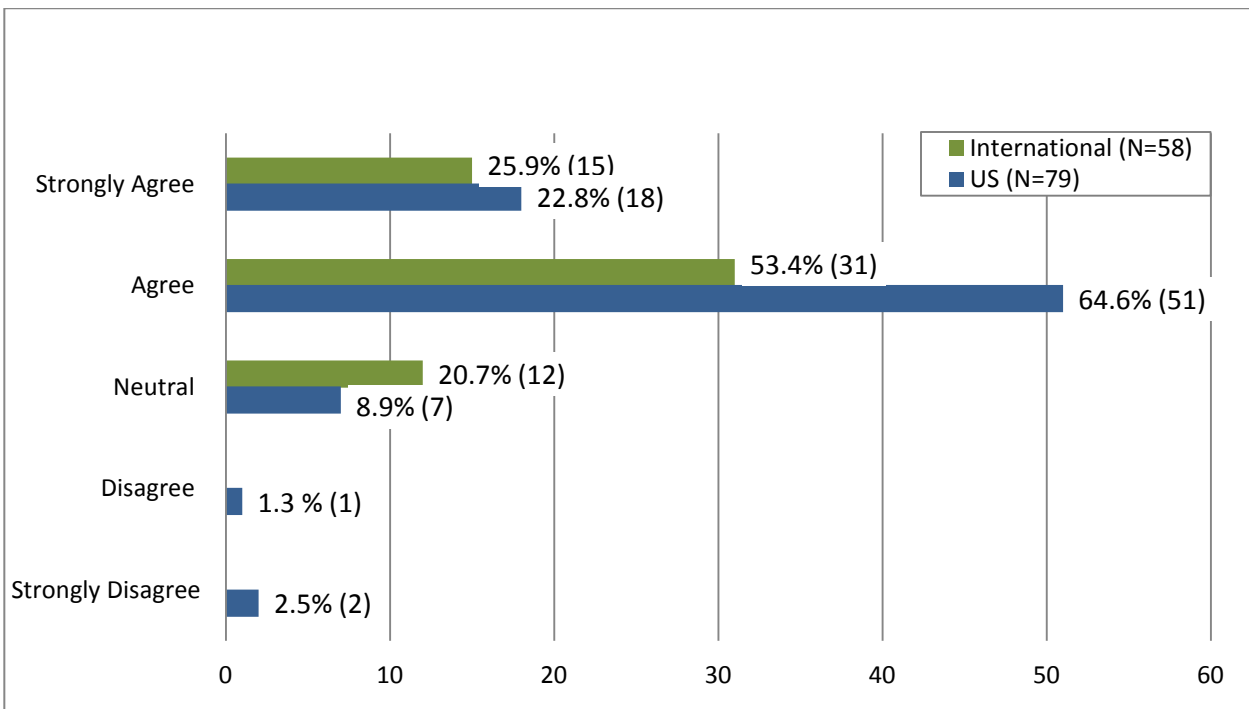| Response	International	US
Strongly Agree	25.9% (15)	22.8% (18)
Agree	53.4% (31)	64.6% (51)
Neutral	20.7% (12)	8.9% (7)
Disagree		1.3 % (1)
Strongly Disagree		2.5% (2)

CHART 9: As a result of my recent internship experience, the most important job-related skill(s) that I developed is(are)

Legend: US (R=86), International (R=87)

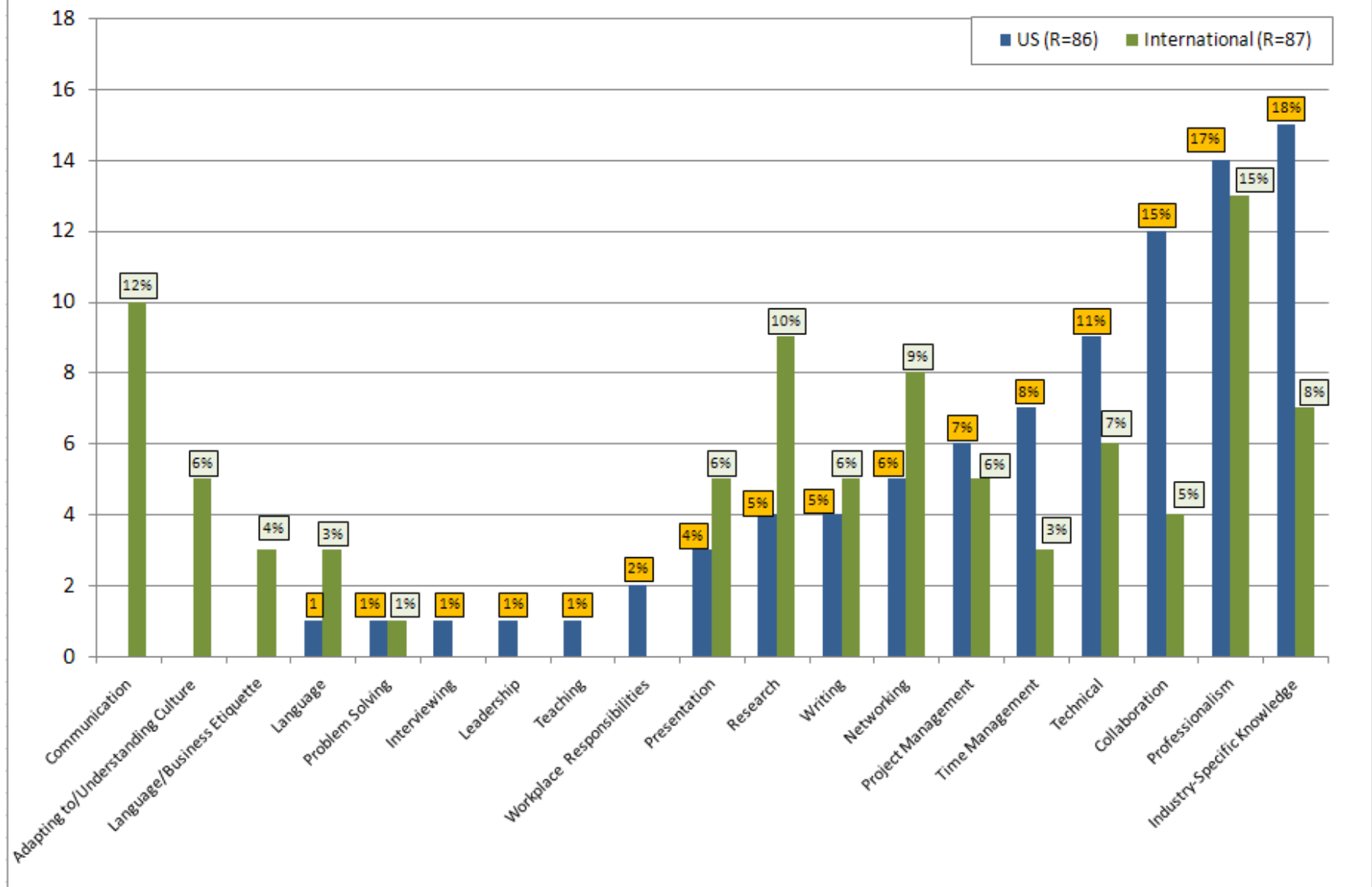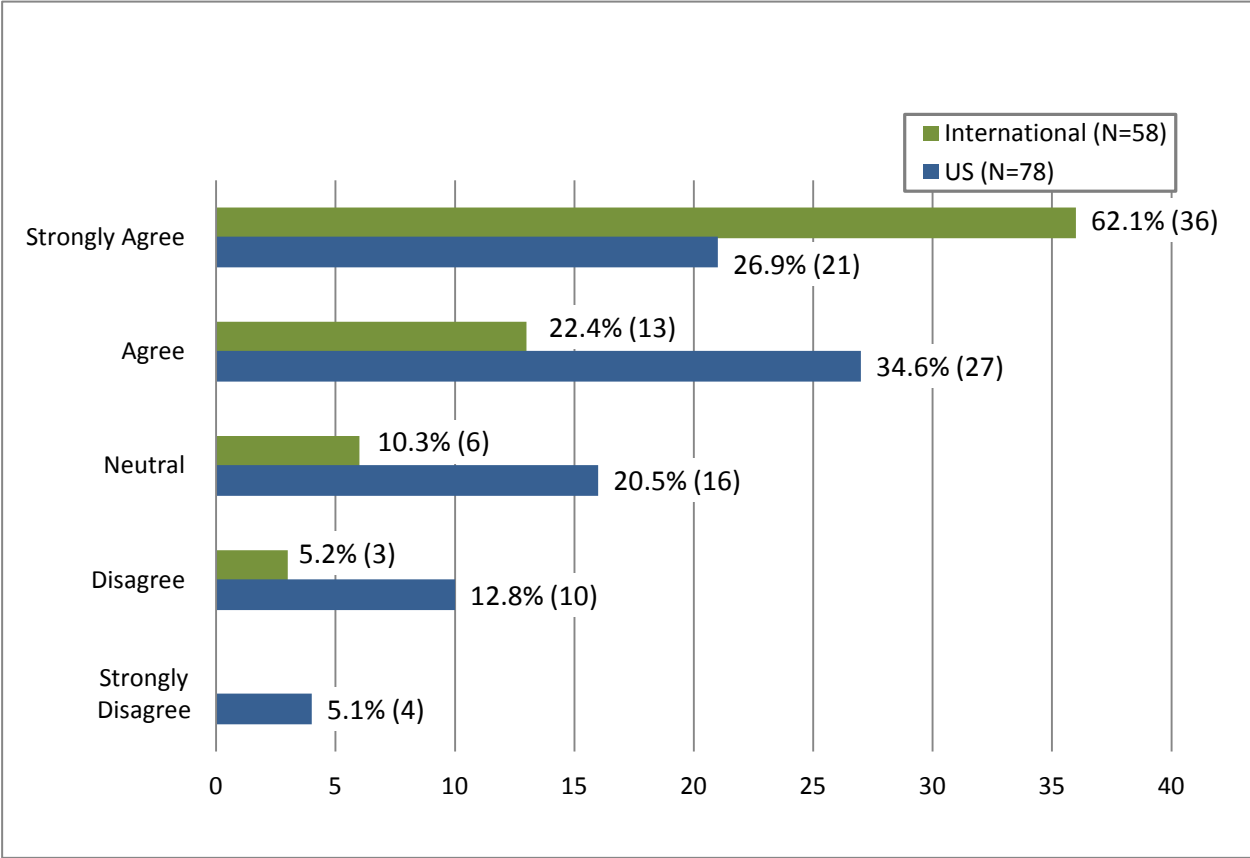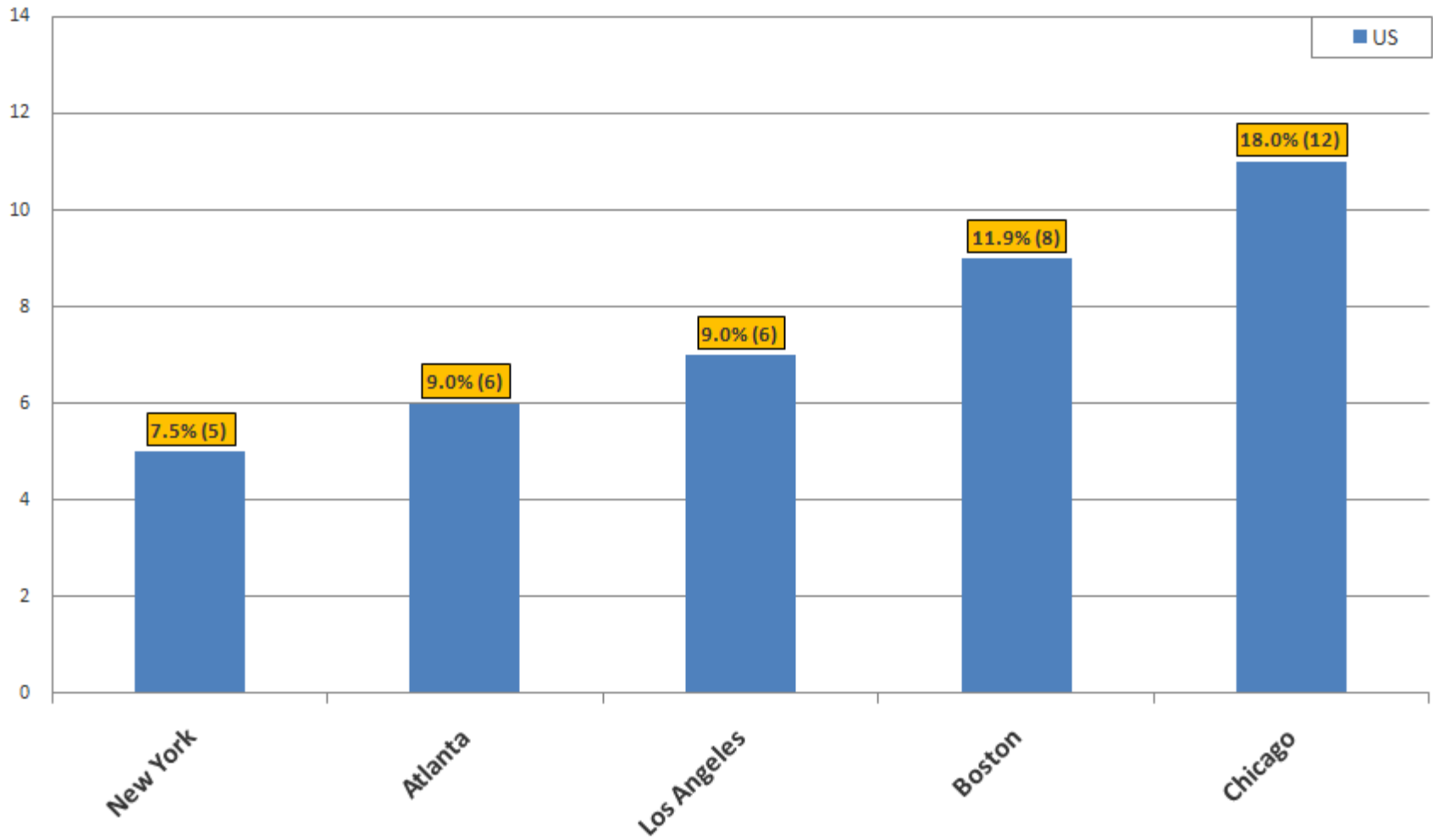| Skill	US	International
Communication		12%
Adapting to/Understanding Culture		6%
Language/Business Etiquette		4%
Language	1	3%
Problem Solving	1%	1%
Interviewing	1%	
Leadership	1%	
Teaching	1%	
Workplace Responsibilities	2%	
Presentation	4%	6%
Research	5%	10%
Writing	5%	6%
Networking	6%	9%
Project Management	7%	6%
Time Management	8%	3%
Technical	11%	7%
Collaboration	15%	5%
Professionalism	17%	15%
Industry-Specific Knowledge	18%	8%

CHART 10: The location of this internship played a key part in my decision to work there

CHART 11: UCS Should Consider Adding Internships in the Following Locations
(Top 55% Responses; Total Number of Responses=67)

Legend: ■ US

- New York: 7.5% (5)
- Atlanta: 9.0% (6)
- Los Angeles: 9.0% (6)
- Boston: 11.9% (8)
- Chicago: 18.0% (12)

CHART 12: UCS Should Consider Adding Internships in the Following Locations
(Top 41% Responses; Total Number of Responses=98)

Legend: ■ International

Data labels:
- Amman: 2.0% (2)
- Johannesburg: 2.0% (2)
- Lima: 2.0% (2)
- Moscow / St. Petersburg: 2.0% (2)
- Rome: 2.0% (2)
- Stockholm: 2.0% (2)
- Toronto: 2.0% (2)
- Mexico City: 3.1% (3)
- Sydney: 3.1% (3)
- Rio de Janeiro: 4.1% (4)
- Barcelona: 6.1% (6)
- Paris: 10.2% (10)