

Program for North American Mobility in Higher Education: Architecture and Urban Conservation

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Interim External Evaluation



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Overview of Project

THE PROGRAM FOR NORTH AMERICAN MOBILITY in Higher Education: Architecture and Urban Conservation Exchange (referred to internally as CUCINA) consortium was funded in 2002 as an exchange program for students of architecture and related design disciplines such as urban planning, urban design, and historic preservation. Eight students from each of two partner institutions in Mexico, The United States, and Canada were to participate in long-term, semester-length exchanges. In addition, all faculty members as well as an unspecified number of students were to participate in intensive, approximately week-long, workshops.

The aim of the exchange was to mobilize students and expose them to new cultural, academic, and linguistic environments, and to further the field of urban conservation through both academic exchanges and faculty interaction. Another important aim of the project was to establish sustainable relationships among the partners that would continue to support curriculum development and research, as well as professional and student exchanges after the end of the project.

Based on analyses of interviews with the project partners and survey data from students, the program has been a success, although there is some cause for concern in that students have not exchanged equally to and from all of the member institutions. A total of 33 students have participated in long-term exchanges since the project began in 2002 and several more exchanges are anticipated in the upcoming year, which means that the overall goal of 48 students may still be met. All students who were participated in our survey rated the exchange experience positively, overall. The five faculty members who were interviewed all made statements to the effect that they and their students had benefited from the exchanges. The concerns about the variance in student exchanges are that most Mexican and U.S. students have exchanged to McGill University in Canada, while Canadian students have shown a marked preference for Mexico over the U.S., and that four institutions have exchanged significantly less students (four or five versus seven or eight) than the other two.

In addition to the long term exchanges, an especially successful feature of this project has been two 10 day workshops in the U.S. and Mexico. Approximately 40 students from all three countries attended the workshops as well as most participating faculty members. Students were not surveyed about the workshops, but the five partners who attended were very enthusiastic about how effective this experience was for cementing relationships among themselves and their students, and for developing and sharing ideas and curriculum about urban conservation.

Another notable feature of this project is the high level of unity that is clearly apparent among the five partners who are active participants. During interviews, these partners frequently mentioned how well the group has bonded overall and were noticeably optimistic that their collaboration would extend beyond this project.

Subsequent sections of this report explore how students have learned and benefited as a result of an international exchange experience and address outcomes for faculty and institutions.

Overview of the Evaluation

AN EXTERNAL EVALUATION PROCESS began October, 2005 in the program's fourth year. The primary purpose of this interim report is to summarize findings from the formative stage of the external evaluation and respond to the following questions:

- * To what extent is the project being implemented as designed?
- * What challenges are being encountered in implementing the project?
- * What are the strengths of the project that contribute to its success?
- * How successful are the partner institutions in delivering intended services to students?
- * What lessons have been learned that could improve this or similar international exchange programs?

The data for this evaluation were collected between October and December 2005, less than a year from this project's projected completion date. Because the data were collected near the projected end of the project, they called for a more extensive analysis than was originally anticipated. As a result, this interim evaluation also addresses questions about outcomes that would normally not be explored until the summative evaluation after the project's completion. These questions about outcomes will be more fully addressed in the summative evaluation but this current evaluation is strengthened by their inclusion.

Eleven of the 33 students who have participated in long-term exchanges since the project's inception completed a 25-item online survey about their exchange experience. To better accommodate Mexican students, the survey was provided in both Spanish and English. Fifteen survey items focused on satisfaction and perceived importance of various components of the exchange. Seven items focused on perceived benefits of the exchange. The remaining three items solicited responses aimed at program improvement. All responses on the survey, save three open-ended questions, were recorded by the participants on a six point Likert scale. In addition, students had the opportunity to submit comments about any of the survey questions. (See the appendix to view a copy of the satisfaction survey)

In October and November 2005 the evaluator conducted a telephone interview with five of the six partners and an officer of the international exchange program at the sixth institution. These interviews focused on the process of implementing the exchange program and its strengths and weaknesses from the partners' perspective, as well as the outcomes of the project for the partners, their students, and their institutions.

The remainder of this report focuses specifically on our findings from data collected from October 2005 to December 2005.

Student Exchange Participation

BY JANUARY OF 2006 THIS CONSORTIUM WILL HAVE COMPLETED 33 long-term student exchanges toward its overall goal of 48. So far, just one institution (UNAM) has exchanged its full quota of eight students, but most partners report higher levels of interest and awareness among all of their students due to the "word of mouth effect" of positive reinforcement by students who have already completed an exchange. In addition, the lead U.S. partner provided a list of eight students from her institution who plan to participate in an exchange in 2006. Given that 33 students have already exchanged and that all institutions have exchanged at least four students, these reports of increased momentum indicate that the overall goal of 48 exchanges is attainable and that the exchanges can be well distributed among the six institutions. The probability of meeting the exchange goals becomes even more likely if the consortium's anticipated request for a one-year extension is granted.

As Table 1 indicates, even though all six institutions have exchanged four to eight students, McGill University in Montreal has been the favored exchange destination for both Mexican and U.S. students. Nine of the thirteen students from Mexico and seven of the nine students from the U.S. have conducted their exchange at McGill. An analysis of partner comments during interviews yield several reasons for this preference. First, for Mexican students, relatively strict visa requirements in the U.S. favor a Canadian exchange. In particular, Mexican students are required to demonstrate that they have a substantial amount of savings in order to gain entry into the U.S... For U.S. students, who are often monolingual, there is no need to learn a new language in order to study in Canada. Even at McGill University, in Montreal, English is spoken in the classroom. The partner from Virginia depicted her students who had exchanged to McGill as having been "perfectly happy in their Anglophone environments where they could play at perfecting French but were not dependent on it." There is some evidence that a perception that Mexico is unsafe may also have influenced the decision of U.S. students to go to Canada; in at least one case a U.S. student encountered resistance from her parents who were worried for her safety when she expressed a preference for conducting her exchange in Mexico.

Two possible reasons why students have chosen McGill over Dalhousie, the other Canadian partner, include McGill's more prominent location in Montreal (versus Dalhousie's location in Halifax), and McGill's well known architectural program. Perhaps even more important, the original faculty partner at Dalhousie left his position to return to private practice soon after the program began. Consequently, his institution's involvement in the program waned for more than a year before his successor became fully engaged.

Table 1

Student Exchanges by Origin and Destination

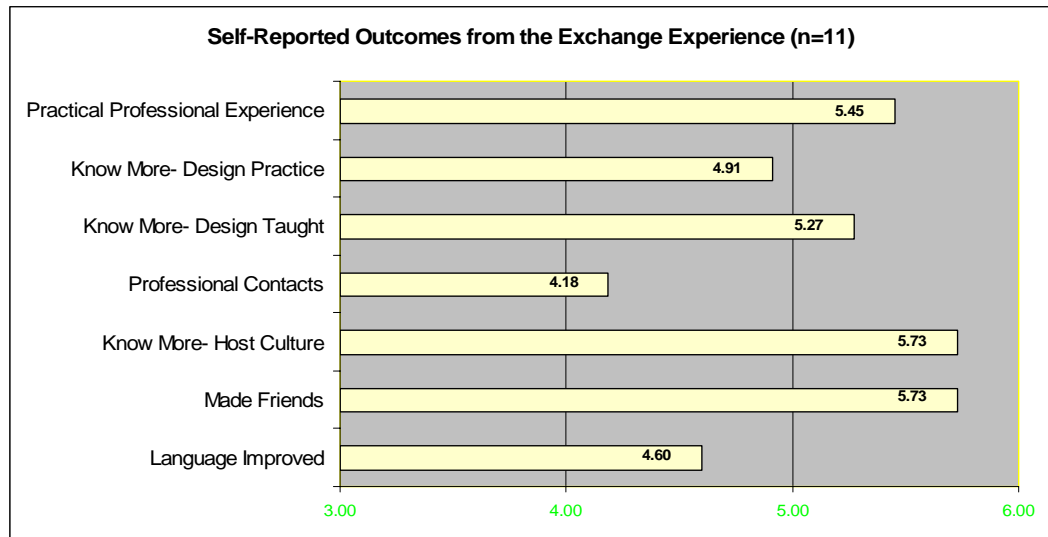
		Destination							
		Unam	Queretaro	McGill	Dalhousie	Fl.	Va Tech	Total	Total By Country
Origin	Consortium Partner								
	Unam			5	1		2	8	13
	Queretaro			4			1	5	
	McGill	5	2					7	11
	Dalhousie		1			2	1	4	
	Florida			4				4	9
	Va Tech	1		3	1			5	
	TOTALS	6	3	16	2	2	4	33	

Student Exchange Experience

AS NOTED IN THE PREVIOUS SECTION, 33 students have completed, or will soon complete, long-term exchanges, and several more exchanges are anticipated during the upcoming year. Due to our relatively late entry as evaluators it has been challenging to contact and prevail upon students to respond to our online survey and only 11 of the 33 have so far completed the survey. Of the 11 students who did complete the survey; four were from the U.S., five from Canada, and two were from Mexico. Fortunately, the students who did respond were well dispersed among the six partner institutions, and at least one student whose exchange had taken place at each of the six institutions responded.

Based on a systematic analysis of survey data and interviews with the project partners we find that the program has produced a positive experience for students. In the post-exchange satisfaction survey, students were asked to depict on a scale of 1-6 the extent to which they agreed with statements reflecting a range of potential outcomes from the exchange (1 =Strongly Disagree; 6= Strongly Agree). Figure 1 displays the average student responses to each statement. Students agreed most strongly with the statements that they know more about the cultural life in the host country and made friends within the host culture. They also show strong agreement with the statements that practical experience gained in the host country will make them better professionally and that they learned more about how design is taught in a different culture. Students were overall less in agreement that they had learned how design is practiced in a foreign culture and much less convinced that they had made valuable professional contacts. On the surface, students appear not to be in strong agreement with the statement that their language skills improved but it is important to point out that six of the students who responded were exchanging from the U.S. to Canada or vice versa. A finer analysis of student responses reveals that the students who exchanged from Canada to Mexico, or from Mexico to either Canada or the U.S., were in complete agreement with this statement and all rated it a six.

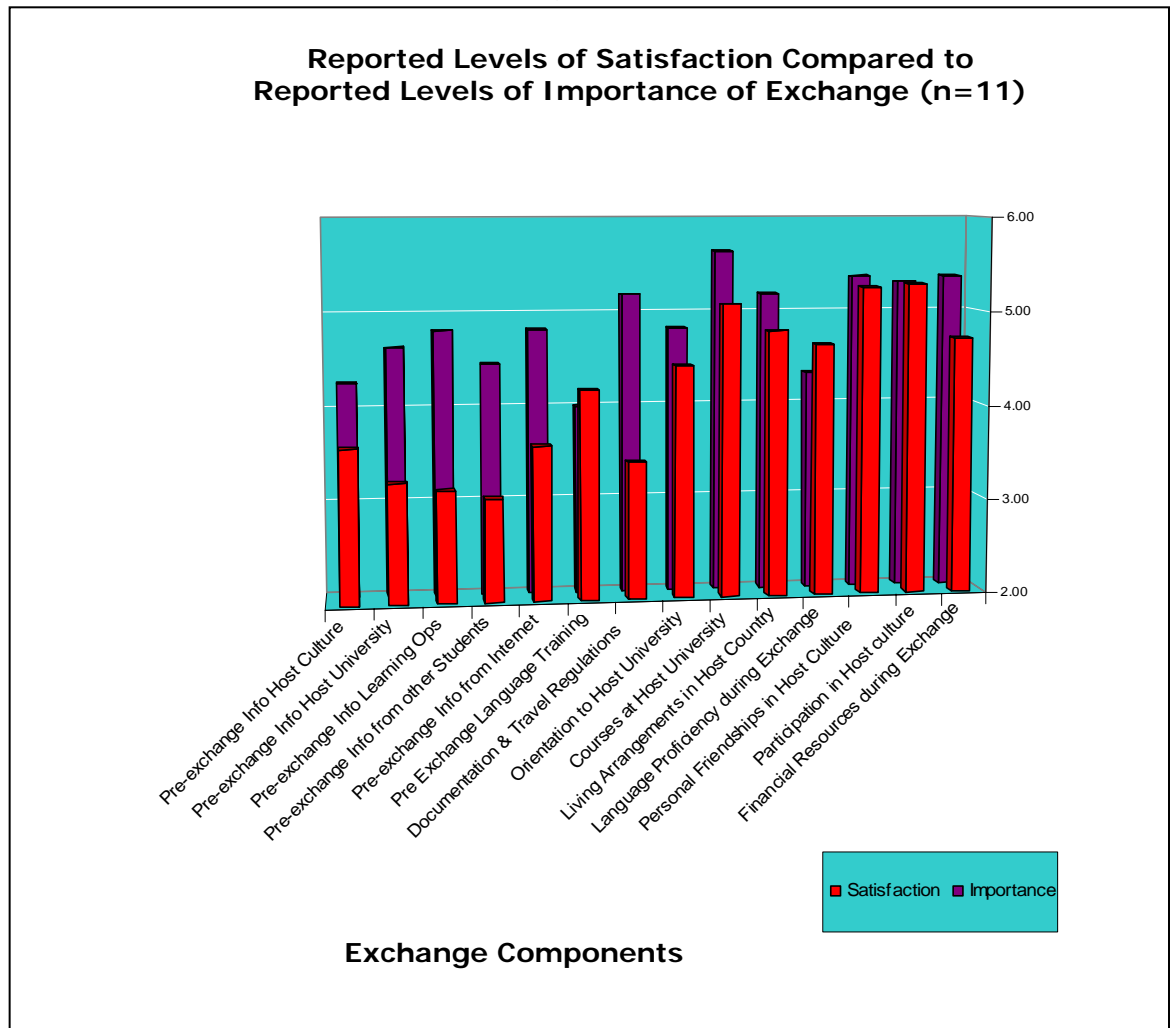
Figure 1



Student Satisfaction

On the satisfaction survey, respondees used a six point scale to rate the importance with various components of their exchange experience and their level of satisfaction with those same components. A relatively low satisfaction rating for a component or set of components can indicate problems that need to be addressed, while relatively high satisfaction ratings can highlight components of an exchange that are going especially well. Figure 2 illustrates the mean ratings for each component. Reading from left to right, the first seven components all relate to pre-exchange activities and information while the last seven relate to the students' experiences during the exchange. The analysis below highlights components that were notable for a high discrepancy between the importance and satisfaction ratings, a high overall rating for either, or for generating a lot of commentary from students.

Figure 2



Pre-Exchange Components

Figure 2 shows that, with the exception of language training, students were less satisfied with the information and activities that prepared them for their exchange than they were with the actual exchange itself. The discrepancy between the importance that students placed upon pre-departure information about travel regulations and required documentation, versus their satisfaction with this same component, is especially striking. The average importance ranking given to this component was a relatively high 5.18, but the satisfaction ranking was only 3.45, almost 2 points lower. Statements by three individual students from each country indicate why they were dissatisfied with this component. The comment of a Canadian student who exchanged to the U.S. that "the information from my school was very poorly organized" was echoed by the comment of a U.S. student who exchanged to Canada that "I had problems all semester because I didn't have information about documents I needed," and by a Mexican student who wrote that "I received

almost no information about this and had to read all about all possible types of visas on my own to figure out which one I needed."

Four other pre-exchange components- information about the host institution, learning opportunities, information from other students, and information from the Internet- showed relatively high discrepancies between importance and satisfaction, ranging from a 1.64 difference for information about learning opportunities, to 1.18 for pre-exchange information from the Internet. Once again, student comments are instructive and show that some students felt that there was a general paucity of important pre-exchange information. A Canadian student who wrote that "I researched about the school myself" and "no information was provided from the program," further noted that "the program that I was interested did not have a website and that made it unclear what I could expect once I was there." A Mexican student wrote that "there was very little information about the type of courses that I could take in the other University which caused a lot of problems" while a U.S. student commented that "it was extremely difficult for me to find out any information I needed about the host university."

In spite of the overall low level of satisfaction with pre-exchange information components, student comments indicate that there were some bright spots. In particular, one student was extremely positive about the high value of information from other students during her exchange. Unlike most of the other exchangeees, this student attended a workshop that included students from the host institution prior to her exchange. She wrote effusively about how pre-existing relationships with other students from the workshop "helped me so much because they told me where not to live, where good places to go were, things about the program and courses, and gave me a few people that I could hang out with when I got there."

Friendships and Cultural Life

As Figure 2 indicates, students rated personal friendships and participation in the host culture very highly in terms of importance and also rated them among the most satisfying components of their exchange. Some students made written comments about friendships and cultural life in the host culture that added to these numerical assessments. A Canadian student who exchanged to the U.S. wrote that she made "very close friends" and, in spite of initially feeling homesick, ultimately "really enjoyed myself." A Mexican student who was in contact with a culturally diverse group of students during her stay in the U.S. indicated that the friends she made came from several different countries, including Germany, Chile, Argentina, and the U.S.. The same student commented that in spite of being the only Mexican in her exchange environment, she was enmeshed in so many academic and cultural experiences that she never had time to miss her own country.

Living Arrangements and Financial Resources

Financial resources were rated very highly (5.36) for importance but somewhat lower (4.73) in terms of satisfaction. The only comments that indicated dissatisfaction with this component came from one student who wrote that "the grant money needs to be dispersed in a more organized manner" and "the grant money I was supposed to receive was very late and made it difficult to plan." Living arrangements were also rated quite highly for importance and only slightly less highly

for satisfaction. Comments about this component were largely positive such as one student who noted that "the host university worked very hard and did an excellent job to find me a place to stay" and another who found the student residences to be "very appropriate." One student, who gave this particular component the lowest possible score of one, expressed a need for "more information about affordable places to live."

Courses at Host University

Students rated the courses taken at the host university (5.64) as the most important overall component of their exchange experience. This component was rated slightly lower for satisfaction but its score (5.1) and several comments indicate that students overall were quite satisfied with the courses that they took. For the most part, typical comments were quite positive such as "the courses I took were, for the most part, amazing," "very interesting program / staff / content," and "excellent courses, especially the GIS course." One student, whose assessment was more mixed, (writing about the same program that another student described as "amazing") said that "it varied a lot, from the best classes that I have ever taken to some of the worst."

Language Proficiency during Exchange

This component was rated relatively low for both importance and satisfaction although it did have the unusual distinction of being rated more highly for satisfaction than for importance. There was almost no commentary about this component other than one student who noted (at McGill in Montreal) that "I had difficulty with the Canadian French dialect/accents." As previously mentioned, students who were obligated to use a foreign language in the classroom, all asserted that their language skills improved during the exchange. The same students also assigned higher scores to both the importance and satisfaction with the language component than students whose exchange was conducted in their native language.

Faculty Perspective of Student Experience

The data obtained from students through the post-exchange survey were augmented by several observations made by faculty partners during their interviews. Overall, the exchange experience received praise for imparting a broader world view to students and helping them gain confidence. Less expected were the observations by two partners that some students seemed to have acquired a more critical perspective on education and a more proactive stance on the learning experience at their own institutions. The UNAM partner indicated that some returning students have responded to exposure to new educational concepts and experiences by becoming both more motivated and trying to implement changes. In a similar vein, the partner from Dalhousie noted that students tend to be more self-directed after their exchange and "have come back and have been very forceful about how things were taught."

Preliminary Implications for Faculty and Institutions

THIS CONSORTIUM IS MARKED BY A HIGH LEVEL OF UNITY. The five partners who were interviewed were extremely positive about the professional and personal relationships that have formed through their participation in this project. There was also a perceptible optimism that the stage is set for future collaboration in the form of workshops, joint teaching and research efforts, and ongoing exchanges of students that will strengthen their programs and support their professional development. All partners indicated satisfaction with how the relationship had developed but the partner from Florida (who initiated the project originally) was especially enthusiastic. His statements that "I can't wait for the meetings", "it's like we are working with one mind", and "we are looking at other ways that we can cooperate" convey the positive tone that was evident in all five interviews.

Impact of Faculty/Student Workshops

One obvious source of this project's high degree of faculty unity stemmed from two ten-day faculty/student workshops. The workshops were referred to frequently and positively in partner interviews, and also mentioned in some of the student responses. The first workshop was held in Mexico City in May 2004 with all faculty members and approximately 25 students from the different institutions; the second workshop (hosted by the University of Fl.) took place at Nantucket Massachusetts in Aug. 2005. Both workshops were cited as milestones that supported the larger goals of the program and that gave students who could not participate in long-term exchanges the opportunity to meet and work with students and faculty from all three countries.

The workshops were credited by the partner from McGill as having been "the most successful model for addressing the theme of conservation and the mobility at the same time" and for having served as "as a highly focused venue" for discussing the theme and objectives of the program with students. The partner from Dalhousie attributed participation in the Nantucket workshop for having reawakened his department's former program in preservation which, prior to the workshop, had declined to the point of becoming defunct. He also credited contacts that he had made via the workshops and program for introducing him to "key players" that expanded his range professionally and increased the audience for a book that he had authored.

Exchange Students' Classroom and Social Interaction

When partners were asked about the foreign students' classroom and social interaction at their institutions the responses were uniformly positive, and the overall sense was that students who exchanged via this program were well-received by faculty and had little trouble adapting to the norms of classroom interaction. The partner at UNAM indicated that faculty members in his institution often compete for foreign students because "they are usually good students and often arrive with new ideas." The Florida partner praised students who had exchanged at his institution for their classroom participation and for bonding well, and told of a Canadian student who was so well liked that other faculty members petitioned him to see if she could extend her stay. Both a Canadian and a U.S. partner made special mention of Mexican students for their ability to make friends and adapt to classroom norms.

Problems and Setbacks

Since its inception this consortium has experienced several setbacks involving the transferal or replacement of faculty partners, with repercussions that slowed the functioning of the overall program. Very early on, Roy Graham, the partner who originally conceived the project, transferred from Catholic University to the University of Florida and took the project with him. After the switch to Florida, the original consortium agreement that had included Catholic University was no longer considered valid by the two Canadian universities, and had to be reworked. The lead U.S. partner, describing this delay, said it "feels like we lost a year going through that."

Two other partners (from Dalhousie and Monterrey-Queretaro) withdrew from the project and their position passed to other faculty members at their institutions. At Dalhousie, a lapse of approximately a year passed before the partner who inherited the project became fully engaged. This lapse was cited as part of the reason for Dalhousie's relatively low participation in student exchanges. At Monterrey-Queretaro the replacement partner has taken a less active role than the original partner and project management appears to have been largely taken over by that university's international student exchange program.

Another problem that was mentioned in partner interviews was internal competition with other international exchange programs for resources and students. The partner at Virginia Tech, in particular, noted that her department had another exchange program with Europe that seemed to garner more support than her North American exchange.

Recommendations

AS THIS EXCHANGE ENTERS THE FINAL YEAR, priority should be given to meeting the goal of 48 students who participate in long-term exchanges, with a special emphasis on generating exchanges from the four institutions that have sent the fewest students: Dalhousie (4), Virginia Tech (5), Monterrey-Queretaro (5), and Florida (4). Ideally, these remaining exchanges will also be able to balance interaction among the three countries by steering more U.S. students to Mexico and more Canadian students to the U.S...

Both numerical ratings and several comments indicate a significant level of frustration among students with their ability to obtain pre-exchange information about how to enter this program, how to integrate courses at the partner institutions into their program of study, travel and visa regulations, housing (to a lesser extent), etc. Extra effort is called for to improve access to information that students need to support their entry into this program, and their exchange experience once they are in it. This effort seems especially warranted given that most partners in this consortium expect to continue exchanging students beyond the end of this project. It is worth noting that several students commented that they had looked for information unsuccessfully on the Internet. If resources are available to do so, placing additional pre-exchange information online (and making sure that students know about it) should address part of this information deficit.

Several statements were made by partners to the effect that early setbacks caused this program to get off to a slow start, but that relationships among partners and student interest in the program are now higher than ever. This currently high level of momentum supports the argument for a one-year extension. The argument for an extension is even more persuasive when this project's strong prospects for long-term sustainability are taken into account. Partners in all three countries expressed optimism about future collaborative efforts, including student exchanges, and an extension would help to insure that their optimism is warranted.

Recommendations by Students

IN THE POST-EXCHANGE SATISFACTION SURVEY students were asked for their recommendations and several responded. The recommendations listed below are divided according to nationality.

Recommendations by Canadian Students

- * "Make a strong connection between participating schools' coordinators and provide information about the programs"
- * "There should be better preparation (more organized) for living arrangements"
- * "More information on the host country needs to be given and better organized"
- * "Put exchange students in contact with host country students prior to arrival in host country"
- * "Have a better idea of what courses are offered at the host school prior to arrival"
- * "Better information on program content and schedule prior to departing"
- * "Keep constant exchange of students so that there will be a presence of 'visitors' in the host school and other students would readily accept visiting students"
- * "There should be better preparation (more organized) for living travel regulations"
- * "Be able to know how / what courses will be transferred back to McGill credit equivalents"
- * "Make sure the schedules are the same as the country in which the student is coming from. I only had 3 days until my next semester started back in my home country"
- * "My university should have started the process earlier"

Recommendations by U.S. Students

- * "Some of the initial communication upon arrival and getting classes set up was very confusing...it would help to have the student a little more prepared as far as procedures are concerned before arriving"
- * "There is a serious lack of pre-departure information. It was completely left up to the students to arrange most of the exchange. VT gave our names to McGill ; everything else was left up to us. Information needs to be easier to come by"
- * "I think it would be beneficial to all, not only my personal exchange, if there were more living opportunities provided by the universities"
- * "It needs better organization for the whole beginning of the process. It was very difficult to find out what I needed in order to get into the program and finding out what it was. Maybe a website with info or a pamphlet, anything. It could show examples from past years, give contact emails/phone, etc"
- * "The grant money needs to be dispersed in a more organized manner. Our first payment was two and a half months late during a four month stay. Considering that most of the expenses come at the beginning of the semester, it was very difficult to financially plan the semester when we were supposed to have money we didn't"

Recommendations by Mexican Students

- * "More clarity is needed about mechanics of the exchange, the qualifications that are required and course equivalents"
- * "Improve the university and faculty website to provide access to all necessary information"
- * "Provide more information about affordable student housing"

Appendices

Post Exchange Survey (English Version)

http://www.drennonassoc.net/architect/form.htm

**Architecture and Urban Conservation
Follow-up Questionnaire**

You are being asked to complete this questionnaire because you participated in a student exchange as part of the **Program for North American Mobility in Higher Education: Architecture and Urban Conservation Exchange**. This questionnaire will ask you how satisfied you were with the experience and how important specific components of the experience were to you, in order to get your opinion about how the exchange program can be improved. Your honest responses will be kept confidential and will help us improve the program. This questionnaire should take fewer than 15 minutes to complete.

Enter your name here:

CHECK ONE OF THE FOLLOWING:

I am a student from	Va. Tech.	Florida	Monterrey	UNAM	Mcgill	Dalhousie
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Exchange was at	Va. Tech.	Florida	Monterrey	UNAM	Mcgill	Dalhousie
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 1: Components of the Exchange Experience

How <i>important</i> to you was this component of the exchange experience?		How <i>satisfied</i> were you with this component of your exchange experience?
Not at all Important Extremely Important		Not at all Satisfied Extremely Satisfied
1 2 3 4 5 6 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		1. Information about the <i>host culture</i> I received prior to departure.
Comments: <input type="text"/>		
1 2 3 4 5 6 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	2. General information about the <i>host university</i> I received prior to departure.	1 2 3 4 5 6 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	3. Specific information I received prior to the exchange about <i>learning opportunities</i> available at the host university.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
Comments: <input type="text"/>												
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	3a. Information that I received from other students at the host university before the exchange.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
We are very interested in the role of pre-exchange contact among students. If you had pre-exchange contact with students in the host country please share your comments about how it occurred and the impact on your exchange experience.												
<input type="text"/>												
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	4a. Internet-based information and tools that helped me prepare for the exchange.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
Comments: <input type="text"/>												
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	4. Information about <i>travel regulations and required documentation</i> I received prior to departure.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
Comments: <input type="text"/>												
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	5. Orientation to the host university I received upon arrival.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
Comments: <input type="text"/>												
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	6. Courses I took at the host university.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
Comments: <input type="text"/>												
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7. The <i>internship</i> (if any) I had in the host country.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
Comments: <input type="text"/>												
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	8. My <i>living arrangements</i> in the host country.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
Comments: <input type="text"/>												
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	9a. My <i>language training and preparation</i> before the exchange.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
<input type="text"/>												

1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	9. <i>My language proficiency during most of the exchange.</i>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
Comments: <input type="text"/>												
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	10. <i>Personal friendships I made in the host culture.</i>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
Comments: <input type="text"/>												
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	11. <i>My participation in cultural life of the host country.</i>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
Comments: <input type="text"/>												
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	12. <i>My financial resources during the exchange.</i>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
Comments: <input type="text"/>												

SECTION 2: Benefits of the Exchange Experience

To what extent do you agree with each statement?	Strongly Disagree	Strongly Agree				
13. While in the host country my language skills improved. Comments: <input type="text"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
14. I made friends among members of the host culture. Comments: <input type="text"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
15. I know more now because of the exchange experience than I knew before about the host country's cultural life. Comments: <input type="text"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
16. I made valuable professional contacts while in the host country. Comments: <input type="text"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
17. I learned how design is taught differently in another culture. Comments: <input type="text"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
18. I learned how design is practiced differently in another culture. Comments: <input type="text"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
19. I had practical experiences in the host country that will make me a better professional. Comments: <input type="text"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>

SECTION 3: Improving the program.

Please share your top three recommendations for how this program can be improved.

Recommendation 1

Recommendation 2

Recommendation 3

Submit

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Questions for Partner Interviews

General Questions

1. What are some of the positive things that have come out of this project?
2. How would you characterize collaboration to-date among the partner universities?
3. Problems?
 - a. Visa?
 - b. Institutional Support?
 - c. Other?
4. How has the grant changed since its inception?

Student related questions

About your Students who exchanged:

5. Recruitment? How did you recruit students?
 - a. Are you still recruiting students from your institution?
 - b. If so, how is it going and how many do you expect to exchange this year?
 - c. Do you have any students who are exchanging at present?
6. How did you prepare your students before they left? Culture/language/academic? What have your returning students said about their exchange experience?

About exchange students who visited your institution:

7. Orienting the foreign students upon arrival?
8. How were the foreign students housed at your institution?
9. What have you observed about the foreign students' classroom and social interaction? How would you describe their performance?

Reflective Questions

10. What lessons have been learned so far? Is there anything that you would do differently? Recommendations?
11. Benefits to you, your faculty, and students?
12. Has anything unexpected occurred as a result of this project, such as new ties, programs, or other "spin-offs"?

Participating Institutions

Mexico

1. Universidad Nacional Autónoma de México (UNAM)
2. Instituto Tecnológico y de Estudios Superiores de Monterrey—Campus Querétaro

United States

1. Virginia Polytechnic Institute and State University
2. University of Florida

Canada

1. Dalhousie University
2. McGill University