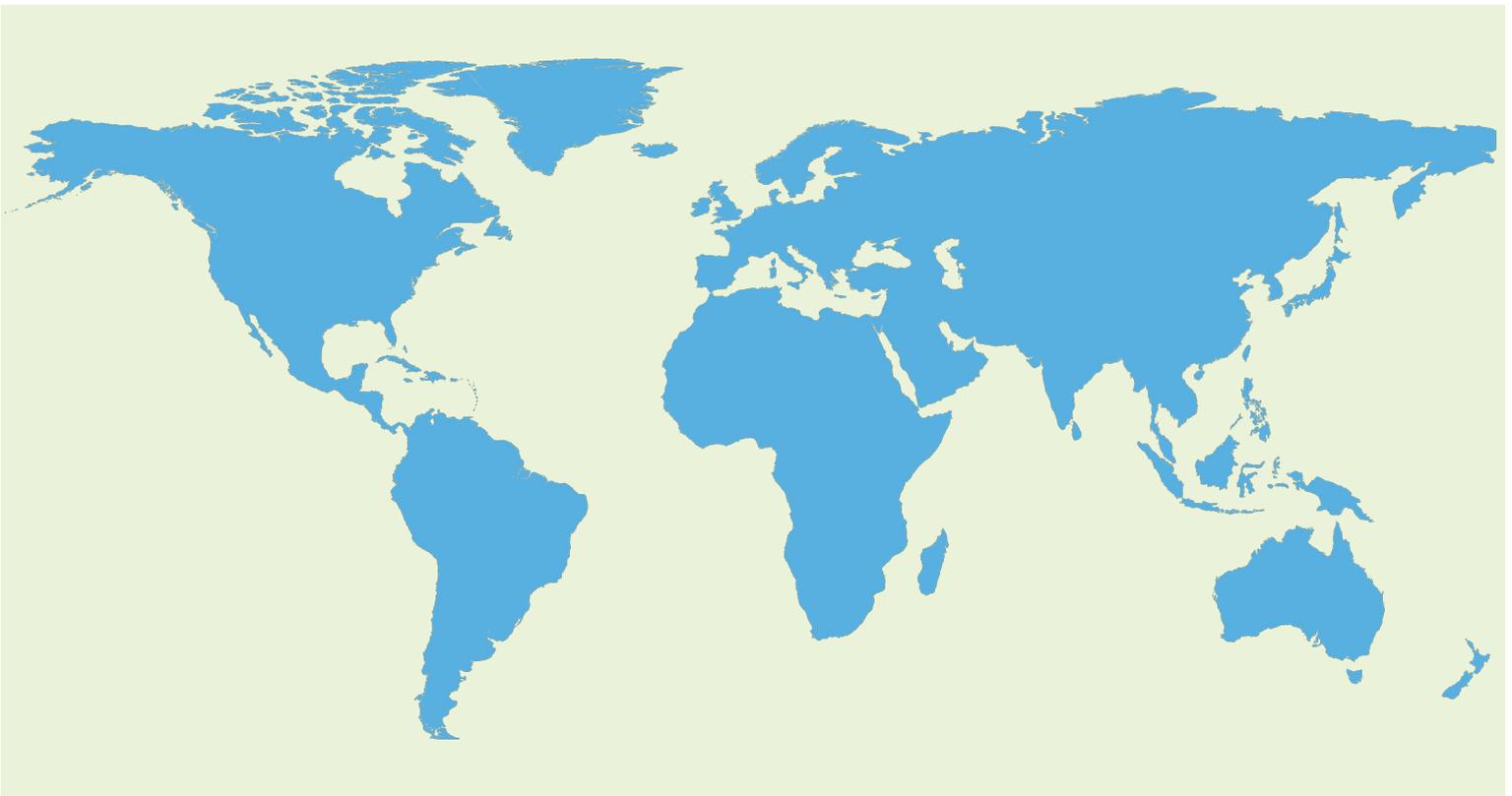


Evaluating and Measuring the Impact of Citizen Diplomacy: Current Status and Future Directions

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June 2011



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Acknowledgments

We are grateful to our expert colleagues who have contributed to this report by sharing their research and findings on evaluations that measure the impact of citizen diplomacy. The material and content shared by the panel presenters at the U.S. Citizen Diplomacy Summit in Washington, DC, on November 17, 2010, is included in this report.

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We would also like to extend special thanks to **Ann Schodde**, President and CEO, U.S. Center for Citizen Diplomacy.

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An earlier version of this report was prepared for the U.S. Summit & Initiative for Global Citizen Diplomacy in Washington, D.C., in November 2010.

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Executive Summary

As more Americans study abroad, become internationally mobile in their jobs, or engage in volunteering activities overseas, it is important to understand the impact of such activity on their home and host institutions, the wider communities and public diplomacy activities at large. People-to-people contact is becoming one of the key elements of diplomacy, and citizen diplomats increasingly complement the traditional forms of political diplomacy.

The U.S. government has provided significant support for citizen diplomacy programs such as the Peace Corps and the International Visitor Leadership Program (IVLP), as have private donors, corporations, and individuals who have contributed their resources to various programs involving international exchange. In the last 50 years, substantial human and financial investments have been made in these types of programs. Yet, there is still much to learn about the full scope of their impact on the U.S. and the world. While some efforts have been made to measure the impact of citizen diplomacy programs, further evaluation and documentation is needed to identify what is working and what is not working; leverage lessons learned for program improvement; replicate successful program strategies; and provide a rationale for continued support for these types of programs. In-depth evaluation data on such programs can also help improve programs and increase access for populations that have not traditionally engaged in citizen diplomacy activities.

This report provides an overview of the current landscape of evaluating citizen diplomacy programs, taking a look at the methodology and findings of evaluations of an array of such initiatives in the United States. The goal of the report is to take stock of what has been learned through these evaluations, and also to identify next steps and recommendations for future studies of citizen diplomacy programs.

Based on an extensive review of evaluations of different types of citizen diplomacy programs, this report finds that while some efforts have been made to evaluate the range of citizen diplomacy programs, comprehensive assessments of such programs continues to pose a

challenge, as the associated outcomes and impacts are often intangible, not immediate, and qualitative rather than quantitative. What are usually measured are outputs such as the number of participants and their degree of satisfaction with programs. Yet citizen diplomacy is often most impactful in its multiplier effects on institutions, communities, and societies. These effects are easily underestimated due to their longitudinal nature and the difficulty in measuring them. By definition, long-term impact takes many years to manifest, often long after program funding has ended and the implementing agency has lost touch with alumni.

The lack of standardized measurement methods presents another challenge. Due to the wide variety of citizen diplomacy programs, it is impossible to measure all outputs with the same tools. Different programs have different missions, ranging from language study to cultural exchange to economic development. Furthermore, some programs are targeted for the cultural or educational enrichment of U.S. participants abroad, while others focus on the development of host communities. Because of the significant variation across goals, approaches, and methodologies of citizen diplomacy programs and their evaluations, much of the evaluative data generated is not comparable.

In addition, most evaluations continue to rely on self-reports and participant perceptions of a program's impact. While this type of qualitative data is important, it relies on participants' memories and does not allow for an unbiased assessment of program impact. Although a few evaluations reviewed in this report have attempted more rigorous approaches, such as the use of comparison groups and a random assignment design, much of the field continues to rely on self-reported information.

Executive Summary (cont.)

Recommendations and Action Steps for the Future

Based on an extensive review of evaluations of different types of citizen diplomacy programs, this report offers the following recommendations for expanding the role of evaluation in citizen diplomacy programs:

1) Because the impact of international exchanges can be underestimated due to the difficulty in measuring the far-reaching effects of interpersonal interaction, it is critical to continue to develop and conduct impact studies and for program sponsors to provide funding for long-term evaluations and alumni follow-up once the program has concluded. A potential model for such longitudinal impact studies is being launched by the Ford Foundation International Fellowships Program, with a 10-year alumni tracking initiative that IIE will conduct on behalf of the program sponsor, assessing the impact of graduate study abroad on over 4,300 emerging leaders from disadvantaged/marginalized communities within the developing world.

2) Many in the field—both from the program side and among evaluation experts—recommend some sort of standardization in the evaluation methodology of such programs, such as the use of external instruments like the Intercultural Development Inventory (IDI) or the Beliefs, Events, and Values Inventory (BEVI). Common measurement approaches would also facilitate the comparison of different programs, their strategies, and their effectiveness.¹

3) Although rigorous impact evaluations using random assignment and control groups are difficult to conduct, they can be important in establishing cause-and-effect when looking at the impact of programs on participants and alumni. Program administrators, evaluators, and funding agencies should be encouraged to design these types of evaluation studies even if it means focusing on samples rather than entire populations of alumni.

4) In addition to well-established data collection approaches such as surveys, interviews, and focus groups, evaluators of citizen diplomacy programs should also explore the use of newer approaches such as the use of social media as a tool for data collection, and utilizing more in-depth qualitative approaches like participatory and action research.

5) Documenting the impact of citizen diplomacy programs should not be the sole responsibility of a single group (the implementing agency, for example). Various stakeholders including program organizers, funders, third party evaluators, and the academic and

research community should collaborate to develop best practices for measuring the impact of citizen diplomacy programs.

6) To foster and reinforce a culture of accountability, evaluation should be an integral part of project development and execution. Funders of programs should require that evaluation be a core component of the program from inception to conclusion and beyond, and that a portion of the project budget be devoted to evaluation activities. In the absence of such requirements and without sufficient funding allocated for evaluation, many programs conduct cursory evaluations as the program winds down, almost as an afterthought, thereby missing critical opportunities during the course of the program to collect valuable evaluation data.

7) There needs to be an increased emphasis on and funding for alumni programs to guarantee sustainability of citizen diplomacy programs and assure lasting impact. Alumni programs help to build networks that increase the multiplier effect of citizen diplomacy and promote continued cross-national cultural and educational collaboration, and work exchanges and partnerships. Such programs also allow easier access to program participants, making longitudinal quantitative and qualitative evaluation data easier to collect. The Fulbright Legacy Fund's Alumni Impact Awards offer one model for such alumni engagement, as does the U.S. Department of State's alumni website.²

8) There needs to be more professionalization of the sub-field of evaluating citizen diplomacy programs. The U.S. Citizen Diplomacy Summit held in November 2010, provided a rare opportunity for researchers and program staff to come together to share experiences and knowledge in evaluating their respective programs. There is a clear need for more such opportunities that foster the sharing of best practices in how to evaluate citizen diplomacy programs. One concrete step toward this goal might be to ensure that such activities are fully represented in professional evaluation and research forums such as the American Evaluation Association, American Educational Research Association (AERA), and the Comparative and International Education Society (CIES), among others.

I. The Changing Landscape of Program Evaluation

Defining Citizen Diplomacy

"The shape of the world a generation from now will be influenced far more by how well we communicate the values of our society to others than by our military or diplomatic superiority."

-Senator J. William Fulbright, 1964

In today's interconnected world, economics, politics, and security are more intertwined among nations than ever before. Yet the impetus for communicating with people across borders increasingly lies with individual citizens who engage with the world through live and digital communication channels on a daily basis. Citizen diplomacy is a concept that involves two seemingly disparate ideas: private citizens engaging in individual endeavors that serve their own interests; and diplomacy, which includes a framework for cooperation between countries. Taken together, citizen diplomacy refers to an array of actions and activities that individuals can partake in that contribute to deepening ties between individuals and communities and to advancing the goals of public diplomacy. Citizen diplomacy is thus an integral part of public diplomacy. With the growing numbers of Americans who conduct business abroad, U.S. students traveling and studying abroad at increasing rates each year, and digital interconnectivity that facilitates interaction between people who have not previously had a forum for engagement, the role of citizen diplomacy is becoming more integral to international relations.

There are numerous types of activities that can be classified as citizen diplomacy endeavors, whether or not they are defined explicitly as such. Various organizations spanning all sectors, including businesses, NGOs, faith-based institutions, and education and youth services, involve elements of citizen diplomacy. Additionally, government-sponsored citizen diplomacy programs have a long-standing tradition in the United States. The current report examines several types of citizen diplomacy programs, including government-sponsored and non governmental initiatives that focus primarily on cultural and educational exchanges in the following categories:

- High School/Youth Exchange Programs
- International Volunteering
- Professional and Leadership Exchanges
- Postsecondary Exchanges (e.g., study abroad, fellowships, post-graduate programs)

Why Measure the Impact of Citizen Diplomacy Programs?

Research on citizen diplomacy has existed for as long as there has been support for the exchange of ideas between people and across nations. Scholars and program implementers have collected information on the outcomes of programs, although much of the information gathered in the past has been anecdotal and focused mostly on the impact on individual participants. Rigorous quantitative evaluation studies have been far less common than qualitative studies. Today, as both public and private funders require more data-driven evaluations with measurable program results and outcomes, collecting quantitative data is no longer an option but a requirement. Such data gathering allows for more meaningful cross-sectional, cross-sectorial, and longitudinal analyses, which are increasingly becoming the standard in the field of program evaluation.

According to a study conducted in 2007 by the Center for Social Development at Washington University in St. Louis, the value of U.S. volunteer work abroad in 2005 was nearly \$3 billion (Lough, McBride, & Sherraden, 2007). This figure – calculated using data provided in the Current Population Survey volunteer supplement of the U.S. Bureau of the Census – demonstrated the economic benefits to host countries and communities receiving international volunteers from the United States. Approximately one million volunteers from the U.S. devote their time to international service projects annually. Quantifying the net worth of volunteer work abroad provides a concrete example of the added economic value to host countries. Although the economic value added by secondary and postsecondary exchanges is more challenging to measure, there is a positive economic impact in this sphere as well. According to the 2010 *Open Doors Report on International Educational Exchange*, published annually by the Institute of International Education with support from the U.S. Department of State, the 680,000 international students enrolled in U.S. higher education contributed nearly \$20 billion to the U.S. economy in 2009/10. U.S. students abroad (over 260,000 as of 2008/09) also contribute financially to their host countries, but the amount is harder to calculate since many pay tuition to their home campuses (Chow & Bhandari, 2010).

Beyond establishing the economic value of citizen diplomacy programs, quantitative data on program outcomes allows for an objective assessment of the non monetary impact of such programs. The Peace Corps Program, for example, has determined through its evaluation that the social interactions of volunteers

I. The Changing Landscape of Program Evaluation (cont.)

with remote communities positively affect the opinion about the United States held by local residents who would otherwise never have any contact with Americans. The Benjamin A. Gilman International Scholarship Program supports study abroad for U.S. students who would not otherwise have an opportunity for international study at the undergraduate level and has measurable impact on their academic life and career goals. The positive impact on participants' educational and professional goals is captured in longitudinal program evaluations.

As the role of soft diplomacy in an increasingly interconnected world becomes more significant, keeping record of qualitative and anecdotal information of program outcomes will continue to have great value because it provides perspective on how programs affect lives. This evidence captures the data and the stories of how individuals transform their societies on micro and macro levels, and reinforces what most experts believe intuitively to be true: international learning opportunities, in whichever form and at whatever stage in life, have transformational effects on individuals and communities. In recent years, the shift to quantitative assessments of citizen diplomacy programs across sectors has started to take place, and they will continue to be required by funders and will become the standard for program evaluations.

Challenges in Measuring the Impact of Citizen Diplomacy Programs

It is indisputable that there is value in international educational exchange programs, volunteering, and professional development opportunities that bring together counterparts in public and private sectors from around the world. It is also clear that these opportunities make a significant contribution to public diplomacy. Measuring the results of "soft diplomacy" poses a challenge, however, since outcomes and impacts of such programs are often intangible and not immediate. What is usually measured are outputs such as the number of participants and their relative degree of satisfaction with various programs. Yet citizen diplomacy is often most impactful in its multiplier effects on institutions, communities, and societies. And these very effects can be easily underestimated because of the difficulty in measuring them.

Another challenge to measuring the impact of citizen diplomacy programs is the lack of standardized measurement methods. Due to the large variety of citizen diplomacy programs, it is impossible to measure all outputs with the same tools. Different programs have different missions, ranging from language study to cultural exchange to economic development. Furthermore, some programs are targeted for the cultural or educational enrichment of American participants abroad, while others focus more on the development of host communities. Despite these different goals, international programs do share overlapping objectives, including the promotion of mutual understanding between peoples and cultures, increased awareness of shared values and world views, and meaningful exchanges of knowledge.

Focus and Methodology of Existing Evaluations

Evaluating the impact of citizen diplomacy involves looking at short-term and long-term change: attitudinal, behavioral, and institutional. Such assessments can be costly, but the exercise provides invaluable data that allows researchers to measure the tangible impacts that experts know to be anecdotally true. In the past, research design has often not been rigorous, and most evaluations done today are moving toward quantitative models.

Many different impacts are measured in evaluation studies, depending on the goals of the programs and the objectives of the evaluation. Some assessments focus on estimating the individual gains that result from participation in international educational and cultural exchange programs; others look at the contributions to local communities and institutions with which American citizens engage; still others measure the impact on individual participants' career advancement, professional skills, and language acquisition.

Many evaluations focus on measuring short-term results on individuals and on communities. The most common assessment tools employed are participant and beneficiary constituent surveys, interviews, and focus groups. Mid-term and long-term studies are more challenging to conduct, but as several case studies in this report show, they are not impossible. These studies are particularly encouraging, since large-scale and long-term impacts are often the overarching goal of citizen diplomacy programs. Evaluations of such programs have typically included an array of methodological approaches, including quantitative and qualitative measures. The use of social media to gather quick data from program alumni, especially from those dispersed around the world, constitutes a new development in evaluating citizen diplomacy programs.

II. Case Studies in Evaluating Citizen Diplomacy Programs

This report provides an overview of a number of evaluations of different types of citizen diplomacy programs, highlighting various methodological approaches to measuring the impact of programs on participants or on the communities in which they were hosted. In addition to U.S.-government mandated evaluations of citizen diplomacy programs, different institutions that are involved with international exchanges and volunteering programs have conducted detailed assessments of programs, both internally and through third-party evaluators. This section covers four

categories of programs and includes eleven examples of program evaluations.

The case studies also showcase some key findings to illustrate the measured results found through the assessment, and suggest some best practices as well as continuing challenges. The table on pages 14-15 provides a snapshot of the key features of the evaluation case studies reviewed in this report.

A. High School Exchange Programs

AFS Intercultural Programs

"AFS is an international, voluntary, non-governmental, non-profit organization that provides intercultural learning opportunities to help people develop the knowledge, skills and understanding needed to create a more just and peaceful world."³ AFS organizes programs that foster real-life experiential learning and includes a high school exchange program in which students live with homestay families in the host country.

To measure outcomes of its high school exchange programs, AFS commissioned two evaluations by Hammer Consulting: an "Educational Results Impact Study" (2005) and a "Long-Term Impact Study" (2008).

The first of the two studies was conducted in nine countries and in six languages, with over 2,100 secondary school participants (1,500 AFS participants and 638 of their peers who did not participate in the AFS program, included as a control group). The study compared intercultural competence, anxiety, networking, and knowledge, as well as foreign language fluency, between AFS participants and their peers. Using the Intercultural Developmental Inventory (IDI)⁴ to measure impact, AFS based the study on developmental scores to determine whether AFS participants showed substantial growth in intercultural competence. A decreased level of anxiety with other cultures was measured, as well an increase in knowledge of other cultures, and higher levels of foreign language fluency. The study determined that AFS programs achieved the mission of in-

creasing the competence of participants in all of these areas. Additionally, many AFS participants developed expansive intercultural networks and friendships with individuals whose culture differed from their own. Through strengthening these skills and building on these international experiences, AFS participants became global citizens.

The second study followed the same methodology as the first, but focused on the long-term impact that participation in AFS high school programs has on an individual's choices pertaining to international life, knowledge, and awareness of other cultures. This web-based study surveyed AFS participants from the 1980s, and compared the findings with a control group of their peers. Nearly 2,000 AFS program alumni in 15 different countries and over 500 of their peers responded to the survey. This study also employed developmental scores using IDI, and demonstrated that AFS alumni had greater cultural competence than their peers. Participants' levels of anxiety with other cultures were lower; they continued to have greater levels of comfort around other cultures, and maintained larger intercultural networks and friendships with individuals from cultures other than their own. AFS alumni were fluent in more languages, and had a higher rate of studying or living abroad at a later point in their lives. They were also more likely to encourage their children to study abroad. Finally, the study showed that compared to the control group survey respondents, AFS participants attained higher levels of education.

II. Case Studies in Evaluating Citizen Diplomacy Programs (cont.)

B. International Volunteer Programs

Center for Social Development: International Volunteer Service Impact Study (IVIS)

The Center for Social Development at the George Warren Brown School of Social Work at Washington University in St. Louis developed new research methods to measure the impact of service on volunteers, organizations, and beneficiaries through its International Volunteering Impacts Study (IVIS) (Lough, McBride, & Sherraden, 2009). This ongoing study involves multiple programs that differ across a range of characteristics and uses a multi-method approach for measuring outcomes: a quasi-experimental volunteer survey comparing international volunteers to a group that did not volunteer internationally, and cross-sectional interviews and focus groups comparing host organizations and beneficiaries to a matched sample of those that do not work with international volunteers.

Most recently, the study focused on a short-term non-professional program and a long-term professional program. The study was undertaken using multiple methodologies to measure the results among volunteers. Using a 45-item survey, the goal was to assess four relevant outcomes of volunteers across four outcomes related to citizen diplomacy: 1) international awareness, 2) intercultural relations, 3) international social capital, and 4) international career intentions. The statistical technique of generalized linear modeling was used to assess differences between treatment and comparison groups across time, and statistically significant findings were observed across each of the four outcomes.

International volunteers reported statistically significant growth in international awareness, international social capital, and international career intentions. Some of the key findings are listed below.

- Intercultural relations scores at the end of the study period had increased for both groups as compared to scores on the baseline survey from the beginning of the study.
- Results from the baseline survey indicate that the individuals who had self-selected to volunteer for these programs, but had not yet undertaken this particular international volunteer service, did not score significantly differently on any of the four

outcomes than their comparison group prior to commencing their program.

- The comparison group reported no change in their own perceived level of international awareness, while the volunteers indicated a significantly increased level in international awareness.
- For intercultural relations, the scores of both program participants and the comparison group increased; therefore, the research concludes no statistical difference for the two groups over the study period.
- International social capital, according to a comparison of baseline and post-test surveys, grew for both groups, but substantially more for the volunteers, with the long-term program participants reporting even higher results than the short-term program participants.
- The results for the international career intentions category indicate a sizeable increase in the intention to work abroad or in an international development-related career among volunteers after their program experience, compared both to the groups' scores before the test and to the comparison group's survey at the end of the study.

Overall, the conclusions of the IVIS indicate a positive correlation between international volunteer service and international awareness, international social capital, and international career intentions. While there was an increase in volunteers' perceived intercultural relations over the course of the study period, this trend was also observed for the comparison group.

The IVIS study underscores the need for rigorous studies that show impacts on citizen diplomacy and also highlights some of the continued challenges in capturing this data. As a follow-up to the IVIS study, the intended upcoming phases of research are: 1) to complete a third round of surveys focusing on behaviors and potential impacts over time, then triangulate the results with data from the host countries; and 2) to extend the comparative research design to partners and similar programs.

II. Case Studies in Evaluating Citizen Diplomacy Programs (cont.)

Peace Corps

The Peace Corps is one of the most longstanding international volunteer programs supported by the U.S. government. Volunteers live and serve within their host communities and receive stipends at the economic level of their host colleagues. During the 27-month experience, volunteers develop people-to-people friendship and provide service to the communities of their residence. Their relationships (with friends, neighbors, and colleagues) and their acceptance within a community are the primary framework through which the mission and goals of the Peace Corps are carried out.

In 2008, the first evaluation on measuring Peace Corps' impact on citizen diplomacy was conducted internally by the Office of Research, Evaluation, and Measurement, upon the request of the Office of Management and Budget (OMB). This evaluation set out to measure the second of Peace Corps' three goals: "helping promote a better understanding of Americans on the part of the peoples served."⁵

The Peace Corps developed its own model for conducting the study. A semi-structured survey was translated into multiple languages and local researchers were hired in eight countries to conduct the study, which included 880 individual respondents. The study measured community members' understanding of Americans prior to their interaction with the volunteers. The surveys were designed to learn the extent to which: 1) volunteers enable host community members to gain a deeper understanding of Americans, 2) interaction with volunteers positively or negatively impacts community members' opinions of

Americans, and 3) what facets of the interactions correlate with positive and negative opinions of Americans.

The projects undertaken by Peace Corps volunteers are vastly different with highly qualitative results, making it difficult to employ a single measurement methodology. The evaluation study was designed as a multisite research project with a built-in process to work with host country research teams. Despite various challenges, including noncomprehensive baseline data, differing levels of in-country research expertise, and multiple languages, the Peace Corps successfully completed the study of measuring the impact of volunteers on the individuals and communities they serve and the resulting change of opinion of America and American people.

Results showed that interaction with volunteers has a positive effect on the level of understanding of Americans. Prior to the host community's experience with Peace Corps volunteers, the average level of understanding of Americans was limited to moderate; and afterward, a majority reported to have a moderate to thorough understanding. Results also showed increasingly positive opinions of Americans. Prior to the volunteer interactions, most survey respondents began with a neutral or positive opinion of Americans; afterward, the level of positive opinion grew among the majority of respondents. Individuals reporting an unchanged opinion frequently began with a highly positive opinion and tended to have had substantial interaction with Americans before their Peace Corps experience.

C. Postsecondary Exchange and Study Abroad Programs

U.S. and Visiting Fulbright Scholar Program

The largest and most prominent postsecondary exchange program supported by the U.S. government is the Fulbright Program, sponsored by the U.S. Department of State. This flagship program provides funding for students, educators, and professionals to engage in international exchange at the graduate and post graduate level. The program supports over 7,000 U.S. and international students and

scholars annually for study, teaching, or research outside of their home country. The goals of the Fulbright Program are to: 1) increase mutual understanding between the people of the United States and the people of other countries, 2) strengthen the ties that unite the United States with other nations, 3) promote international cooperation for educational and cultural advancement, and 4) assist in the development of friendly, sympathetic, and peaceful relations between the United States and other countries of the world.

II. Case Studies in Evaluating Citizen Diplomacy Programs (cont.)

U.S Fulbright Scholar Program

In 1999, the Office of Policy and Evaluation of the Bureau of Educational and Cultural Affairs of the U.S. Department of State contracted SRI International to assess and document the impact and outcomes of the U.S. Fulbright Scholar Program. This evaluation was intended to ascertain whether the U.S. Fulbright Scholar Program was achieving its legislative goals and to assess the broader impacts of the program on individuals and institutions both in the United States and in the Fulbright Scholars' host countries, including how participation in the program contributes to the professional and personal lives, activities, and achievements of program alumni.

In 2001, SRI surveyed a stratified random sample of over 1,000 U.S. Fulbright Scholar Program alumni whose grants began between 1976 and 1999. Scholars were notified of the survey by e-mail, and over 800 Scholar alumni – 80 percent – completed the questionnaire either electronically or on paper. The SRI assessment of the U.S. Fulbright Scholar Program found strong quantitative and qualitative evidence that the program is achieving its legislative mandate of promoting mutual understanding and cooperation between the United States and other nations and that it has diverse and often powerful impacts not only on the scholars themselves, but also on their colleagues, students, friends, and families. The multiplier effect is a significant contributing factor to the far reaching impacts of the program.

Visiting Fulbright Scholar Program

The Visiting Fulbright Scholar Program was established in 1946 and provides funding and support for scholars from around the world to conduct research, teach, and collaborate with peers in the United States. The goal of the program is to foster an exchange of ideas among scholars and build cross-national understanding between countries. About 800 grantees come to the U.S. each year and over 40,000 scholars have participated in the program since its inception.

The “Outcome Assessment of the Visiting Fulbright Scholar Program” was conducted by SRI International in June 2005 and includes an evaluation of visiting scholars to U.S. higher education institutions. The evaluation focuses on the individual impacts that the Fulbright grant has on visiting scholars; it also includes an assessment of factors beyond individual gains, including multiplier effects upon the scholars' return to their home countries.

Sixteen countries were selected by the U.S. Department of State as the focus of the evaluation study, based upon geographic representation, political salience, longevity of the program, and the type of program administration. To understand the complexities of the Visiting Scholar Program, the SRI assessment team held a series of initial interviews with Fulbright Program sponsors in the United States from the Office of Academic Exchange Programs in the U.S. Department of State's Bureau of Educational and Cultural Affairs and with key representatives from the Council for International Exchange of Scholars (CIES), which administers the program. SRI obtained contact information for over 3,300 program alumni and received nearly 1,900 valid completed questionnaires.

The results of the Fulbright Program were measured according to outcomes in learning, behaviors, and linkages that represent key components of mutual understanding. The findings of this assessment are based primarily on the quantitative results of the survey, but they are supplemented by qualitative information obtained in open-ended questions, as well as through individual interviews and focus groups.

According to the evaluation, 99 percent of visiting scholars report a better understanding of the U.S. and “96 percent shared their experiences through media or cultural activities when returning to their home country.”⁶ It is worth noting that the evaluation yielded evidence of only short-term outcomes and outputs. This is not a shortcoming of this specific study and its methodology; instead, it reflects the ongoing challenge of evaluating the long-term impacts of educational exchange programs.

II. Case Studies in Evaluating Citizen Diplomacy Programs (cont.)

Georgia Learning Outcomes of Students Studying Abroad Research Initiative (GLOSSARI)

In 2000, the University System in the state of Georgia undertook a major project to conduct research on the academic impacts of study abroad programs. The research spanned 35 diverse higher education institutions in the state and included an analysis of quantitative data on over 19,100 students who participated in study abroad programs as well as another 17,900 students in the control group. The study focused on capturing the academic outcomes and related indicators of those students who studied abroad in comparison to those who did not. The study focused on several major components including self-reported learning outcomes, course-specific examinations, academic indicators such as graduation rates, and effects on career goals.

Methodologically, the study and control groups were closely matched for comparability in order to identify and correlate the impacts of participation in study abroad programs on academic outcomes. In addition to quantitative analysis of student learning outcomes, the study also focused on development of intercultural competency (Sutton & Rubin, 2004) and administered a questionnaire to 440 study abroad participants and about half as many students in the control group at 13 higher education institutions in the state of Georgia. It is unique in its scope and comprehensive system-wide approach to data collection.

The findings show that students who study abroad have demonstrably higher academic outcomes, as well as higher graduation rates and more developed intercultural competencies than their peers who do not study abroad. Some of the key findings include:

- The four-year graduation rate of students who study abroad increased 7.5 percent.
- Four-year graduation rates for African-American students who studied abroad were 31 percent higher than those who did not study abroad and 18 percent higher for other non-white students.
- Study abroad does not hinder the academic success of at-risk students but enhances it.

Benjamin A. Gilman International Scholarship Program

Since its inception in 2001, the Gilman International Scholarship Program has supported U.S. students with financial need who may not otherwise have an opportunity to study abroad, as well as students from diverse backgrounds and students going to non traditional study abroad destinations. This program is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) and offers scholarship funding for U.S. undergraduate students receiving Pell funds to study abroad for up to one year.

An evaluation of the Gilman International Scholarship Program was completed by Macro International in 2009. The goal of this evaluation was to measure the outcomes of the program and its impact on the participants' academic performance and career goals as well as to capture some of the multiplier effects on home institutions and host countries. A 40-question survey was the main tool for data collection. A total of 1,330 program alumni responded to the survey, representing a response rate of over 51 percent. The survey included a participant self-assessment of foreign language competency as well as questions on the impact of the program on academic achievement and professional goals. The survey tool also allowed program alumni to write about their experience abroad, and nearly a thousand respondents filled out the open-ended portion of the survey.

The evaluation found that 99 percent of respondents' study abroad experiences had a positive impact on their academic life and influenced their career goals. Seventy-seven percent reported that participating in a study abroad program influenced their academic achievements after the program. Two-thirds of those who pursued language study during their time abroad continued to study that language upon return, and those who studied critical need languages⁷ were most likely to continue to further pursue study of the language. The evaluation also tallied various accomplishments of program alumni: obtaining additional funding and fellowships for further study, academic achievements, participation in leadership roles on and off campus, and attaining internships and jobs.

The impact of program alumni upon their return was also measured by assessing effects on the home institution. Over half of the respondents encouraged their peers on campus

II. Case Studies in Evaluating Citizen Diplomacy Programs (cont.)

to study abroad. Three-fourths of Gilman alumni also reported that studying abroad improved relationships with their families, and a number of respondents provided anecdotal evidence of multiplier effects within their families and communities.

Gilman Program participants had an impact on the countries and institutions by which they were hosted. About one-fourth of participants reported positive experiences related to cross-cultural exchange, and one-fourth of program alumni wrote about addressing negative stereotypes about Americans and the U.S. Many participants also reported tangible outcomes with direct benefits to the host community, including volunteering and starting non profit organizations.

Nearly 90 percent of Gilman alumni maintain contact with at least one person in the host country, with approximately half of the program alumni keeping personal contacts and another half maintaining professional or academic relationships. Additionally, about one-fifth of the participants have returned to the host country, and that percentage is larger for those who have already received their undergraduate degrees and started their careers.

Study Abroad for Global Engagement (SAGE) Project

The Study Abroad for Global Engagement (SAGE) Project is a collaborative endeavor between the University of Minnesota and the Forum on Education Abroad, with funding from the U.S. Department of Education. SAGE is a longitudinal study that began in 2006 and examines empirically the long-term impact of undergraduate study abroad on the global engagement of former study abroad participants. Using both quantitative and qualitative data from study abroad participants spanning nearly 50 years, the SAGE research team conceptualized, developed, and tested a multidimensional model of global engagement to find how outcomes are affected by the “Four D’s”: demographics, destination, duration, and depth.

The SAGE project used a sequential mixed methods research design that incorporated an online “Global Engagement Survey” (GES) and individual interviews. The GES was made up of 56 questions: twenty-two questions covered global engagement dependent variables, and

the rest focused on demographic, education, and career information. The goal of individual interviews was to focus on the nature of global engagement and commitments, and identify links to previous study abroad experiences through qualitative analysis.

A total study population of 21,569 study abroad alumni representing 22 U.S. higher education institutions was invited to participate in the study. Over 6,390 individuals completed the GES, and 63 respondents were interviewed (all of whom were randomly selected from the 2,500 participants who agreed to be interviewed by the research team). In addition to quantitative regression analysis of the survey data, the study also incorporated qualitative methods through open-ended survey questions and in-depth case studies of specific participants.

The project’s principle outcome was an assessment of global engagement, which included five components: 1) civic engagement, 2) philanthropy (volunteering and monetary donations), 3) knowledge production (in print, online, and digital media), 4) social entrepreneurship; and 5) voluntary simplicity in one’s lifestyle.⁸ During the study, participants were asked about their level of involvement in the five factors of engagement, and to rate how such involvement was affected by their study abroad experiences. The results indicated that study abroad experience had the greatest influence on voluntary simplicity, social entrepreneurship, and civic engagement, while philanthropy was affected the least by studying abroad.

The evaluation also captured data on the academic achievement of students who studied abroad. Over 60 percent of participants have enrolled in graduate programs since completing their undergraduate degree. Of those who are pursuing graduate education, 35 percent are involved in globally-oriented academic programs, and indicated that their study abroad experiences has influenced their career decisions to a large degree.

II. Case Studies in Evaluating Citizen Diplomacy Programs (cont.)

D. Professional and Leadership Exchange Programs

Open World Leadership Center

The Open World Leadership Center is one of eleven agencies in the Legislative Branch serving Congress. It was established in 1999 as a grant-giving agency in a bicameral and nonpartisan initiative. The agency's mission is "to enhance understanding and capabilities for cooperation between the United States and the countries of Eurasia and the Baltic States by developing a network of leaders in the region who have gained significant, firsthand exposure to America's democratic, accountable government and its free-market system."⁹ Through Open World programs, current and future Eurasian leaders are invited to come to the United States for two weeks, stay with American host families to experience and gain a higher understanding of American home life, and engage with American counterparts within the same professional sector. There are also reciprocal opportunities for Americans to travel abroad to this region. The goal of these exchanges is for the Eurasian and American participants to bring back ideas to their home countries. According to Ambassador William Burns, the current Under Secretary of State for Political Affairs, "The strength of Open World lies in its ability to build lasting and ongoing ties and relations."¹⁰

The challenge in evaluating this program is how to measure the impact of relationships that are formed through the participation in professional and leadership programs, many of which are short-term exchanges with long-term prospects. Many outcomes of Open World programs are seen in the long-term, but there is pressure from key stakeholders to see immediate results.

To capture the results of its programs, both immediately and longitudinally, Open World has devised a methodology that includes eight "bins" (categories) of citizen diplomacy impacts and actions that are measurable. These include: 1) Partnerships (e.g. creation of sister courts); 2) Projects (e.g. Health Fairs); 3) Multipliers (e.g. presentations to others); 4) Press (foreign and domestic); 5) Reciprocal Visits (e.g. Russia hosting American visitors); 6) Benefit to Americans (e.g. presentations); 7) Professional Advancement; and 8) Contributions.

The data is collected in a number of ways. Facilitators and host institutions provide feedback and results reports after the completion of the program. Alumni also check in regularly with regional program representatives to provide updates on outcomes and new developments that can be attributed to participation in the Open World leadership exchange.

Additional data is collected electronically and through telephone contact. This methodology allows for the continuous recording of program outcomes, of which over 3,800 have already been captured, reflecting outcomes of programs since 1993. The bin system records only specific program results that fall within one of the eight aforementioned categories. This system of measurement provides both the macro picture of results through quantifying information as well as anecdotal evidence that elaborates on what the numbers signify. Ambassador John O'Keefe, Executive Director of Open World, also notes that this system of concretizing impact ensures that the program evaluation measures what is done but also calls for reflecting on the significance of program outcomes.

The Hubert H. Humphrey Fellowship Program

The Humphrey Fellowship Program provides a one-year, non-degree professional development opportunity for professionals from around the world who demonstrate leadership skills and a commitment to public service. This program supports an exchange of knowledge between rising leaders in public services fields around the world and the people they live and work with in the United States. It also aims to establish long-term impactful and productive relationships between program participants and their counterparts in the U.S. Approximately 200 Humphrey Fellows are selected annually and are hosted by U.S. universities and professional affiliation sites. In the thirty-two years of the Humphrey Fellowship Program, over 4,400 fellows from 157 countries have been hosted in the U.S.

An assessment of program impact was commissioned in 1998 by the Office of Policy and Evaluation in the Bureau of Educational and Cultural Affairs (ECA) and was conducted

II. Case Studies in Evaluating Citizen Diplomacy Programs (cont.)

by Macro International, Inc. (2000). In addition, the evaluation was intended to offer a model for evaluating other international exchange programs.

Macro collected baseline data, conducted an assessment of the selection process, and completed an in-depth study of three universities that host Humphrey fellows. A survey was administered to approximately 200 fellows and case studies were conducted in five countries.

The evaluation focused on the following types of outcomes and impacts: work experience, development of knowledge and skills, contact with American and other fellows, and understanding of the United States and Americans. Within these categories, a number of facts were assessed, including fellows' employment sectors prior to the fellowship and afterward; the readjustment experience upon return to their home countries; implementation of new ideas at work after the fellowship, including the use of new technologies, development of knowledge and skills; and continued contact with Americans and other fellows.

The evaluation generated qualitative and quantitative data that documents the impact of the Humphrey Fellowship Program on the participants. The interview and survey responses of program participants demonstrate that significant results have been achieved that meet the goals of the program.

A new evaluation of the Humphrey Fellowship Program commenced in 2011. The U.S. Department of State Department has contracted Social Solutions International, Inc. (SSI) to conduct a ten-year study of the program.

The International Visitor Leadership Program (IVLP)

The International Visitor Leadership Program (IVLP) is supported by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) to promote international professional exchange and build understanding between the people of the United States and other countries. IVLP participants are selected based on their potential as emerging leaders and participate in thematic programs for up to three weeks. This program has existed for over 70 years and has hosted nearly 200,000 professionals from around the world, receiving 4,000 participants annually.

ORC Macro conducted an Outcome Assessment of the program, focusing on the outcomes of IVLP participants from four countries of the former Soviet Union who were participants in the program between 1996 and 2001 (ORC Macro, 2006). The objective of the study was to "determine the impact of the IVLP exchange experience on the professional lives of alumni, their affiliated organizations and home countries, and to ascertain—in quantitative and qualitative terms—the effectiveness of the program in achieving its legislative mandate of increasing mutual understanding between the people of the United States and the people of other countries."¹¹

ORC Macro worked with local researchers in Russia to conduct over 800 in-person interviews and four focus groups with IVLP alumni. This post-program outcome assessment allowed the evaluators to measure impacts of the program as well as the changed perceptions of program participants on major regional events unfolding at the time the outcome assessment was administered.

The evaluation assessed four program outcomes: 1) alumni satisfaction; 2) professional and cultural learning; 3) effects on behavior/application of knowledge, and; 4) linkages, ties and institutional changes. The study found that the IVLP program has demonstrable results that show short-term and long-term impacts on programs participants as well as multiplier effects on participants' home countries as well as on the United States.

- Many participants in the IVLP program are in high positions in their respective sectors and have influence over potential points of interest with the United States.
- Over 60 percent reported introducing new ideas and knowledge to their work, and more than half introduced either new initiatives or new policies based on the knowledge gained during the IVLP program.
- Nearly a quarter of the participants (24 percent) established new exchanges.

The evaluation found increased awareness and sharing of information regarding the U.S. and contribution to the social and civic development in the home countries of participants. Anecdotal information on the participants' experience was also collected in the program assessment.

II. Case Studies in Evaluating Citizen Diplomacy Programs (cont.)

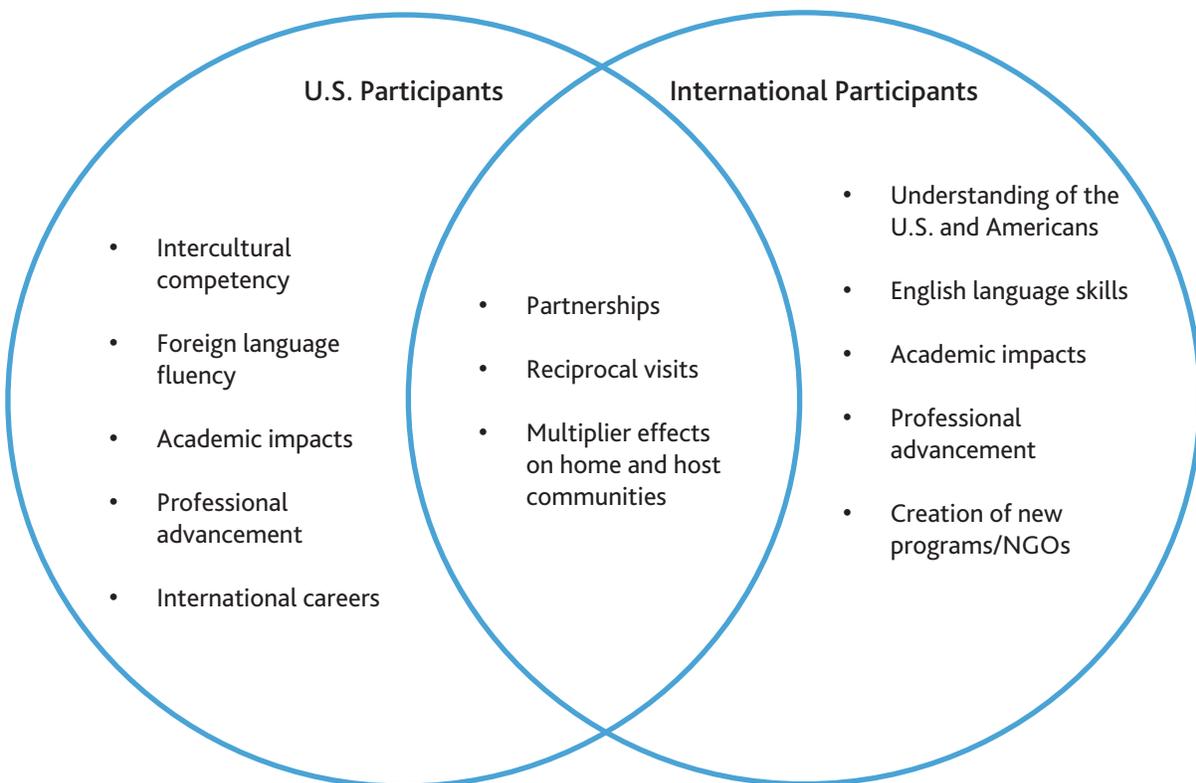
E. Summary

The case studies presented in this report illustrate a variety of goals for conducting evaluations that measure program outcomes and attempt to quantify the impacts of citizen diplomacy. This variation reflects the fact that each program is unique, as are the program outcomes. Some evaluations focus on measuring personal impacts on American citizens who travel abroad, while others measure impacts on communities that are served by international volunteers. Yet others evaluate the multiplier effects in host or home countries, while some examine the long-term program impacts on educational attainment.

The diagram below illustrates key outcomes and skills gained from participation in various international citizen diplomacy programs. There are a number of overlapping key outcomes between U.S. and international participants, including long-term multiplier effects.

There is also variation in the overall approach of program evaluations presented in this report. Some organizations choose to do their own internal evaluations of programs, often with the goal of organizational learning and improvement, while others opt to have external experts conduct the research to ensure an unbiased assessment of the successes and failures of the program. Given the international and cross-cultural emphasis of many of the programs, the evaluations often include locally-based experts and research assistants who conduct some or all of the research and data collection, often in languages of the country/community. A range of methodologies and assessment tools are used in conducting evaluations of programs.¹² The summary table on the next page includes the evaluation methodology and key outcomes of 12 case studies. Key recommendations of the report are included in the executive summary.

Figure 1: Key Outcomes - Comparison of U.S. and International Participant Outcomes



II. Case Studies in Evaluating Citizen Diplomacy Programs (cont.)

Summary Table of Evaluation Methodology and Key Outcomes of Twelve Case Studies

Program	Year of Evaluation	Evaluator	Focus of Evaluation	Evaluation Methodology	Key Findings/Outcomes
High School Exchange Programs					
AFS Intercultural Programs (Educational Results Impact Study)	2002-2005	Hammer Consulting	Impact on foreign language fluency and intercultural competence, anxiety, networking, and knowledge	IDI, developmental scores survey	Positive impacts on intercultural competency, comfort in adjusting to int'l environment, networking, increased foreign language fluency.
AFS Intercultural Programs (Long-term Impact Study)	2007-2008	Hammer Consulting	Long-term impacts of participation in AFS HS programs on international life, knowledge, and international cultural awareness	Web-based survey (developmental scores using IDI)	Positive long-term impacts on intercultural competency, comfort in adjusting to int'l environment, networking, international lifestyle choices, academic impacts, maintained foreign language fluency.
International Volunteer Programs					
Center for Social Development	2010	Center for Social Development	Assess international awareness, intercultural relations, international social capital, international career intentions	Quasi-experimental volunteer survey and cross-sectional interviews and focus groups	Increase in international awareness, international social capital, and international career intentions.
Peace Corps	2008	Office of Research, Evaluation, and Measurement, Peace Corps	Measure achievement of Peace Corps' mission of "helping promote a better understanding of Americans on the part of the peoples served"	Semi-structured, multi-language survey	Interaction with volunteers has a positive effect on level of understanding of Americans; increasingly positive opinion of Americans.
Postsecondary Exchange and Study Abroad Programs					
Fulbright U.S. Scholar Program	2001	SRI International	Broad impacts of program on individuals and institutions in the Fulbright scholars' host and home countries; impact on personal and professional life; achievement of Fulbright legislative goals	Online and hard copy surveys	Fulbright achieving legislative mandate of promoting mutual understanding and cooperation between the U.S. and other nations; impacts on scholars and colleagues, students, friends, and families through multiplier effects.
Fulbright Visiting Scholar Program	2005	SRI International	Impact on individual participants in visiting Fulbright scholar program; assessment of factors beyond individual gain, including multiplier effects on scholars' home countries	Interviews, questionnaires	Fulbright achieving legislative mandate; visiting scholars report an increased understanding of the U.S.
Georgia Learning Outcomes of Students Studying Abroad Research Initiative (GLOSSARI)	2000 onward	University System of Georgia	Impact of study abroad programs on academic and learning outcomes and intercultural competency	Quantitative analysis of student outcomes data; questionnaires	Increased academic performance, higher graduation rates, and more intercultural competency of students who studied abroad; study abroad does not hinder academic outcomes of at-risk students but enhances it.
Benjamin A. Gilman International Scholarship Program	2009	Macro International	Impact on participants, home university, host country	Survey, including open-ended questions; focus group; interviews	Increased language proficiency; academic and career impacts.

II. Case Studies in Evaluating Citizen Diplomacy Programs (cont.)

Summary Table of Evaluation Methodology and Key Outcomes of Twelve Case Studies

Program	Year of Evaluation	Evaluator	Focus of Evaluation	Evaluation Methodology	Key Findings/Outcomes
Study Abroad for Global Engagement (SAGE) Project	2006	University of Minnesota and Forum on Education Abroad	Long-term impact of undergraduate study abroad on global engagement of study abroad participants	"Global Engagement" Survey; open-ended surveys; individual interviews; case studies	Study abroad influences choices in social entrepreneurship, civic engagement, and voluntary simplicity in one's life. It also has a positive effect on academic achievement.
Professional and Leadership Exchange Programs					
Open World Leadership Center	Ongoing	Open World Leadership Center	1) Partnerships, 2) Projects, 3) Multipliers, 4) Press, 5) Reciprocal Visits, 6) Benefit to Americans, 7) Professional Advancement, 8) Contributions	Post-program feedback and results reports from facilitators and host institutions, alumni check-ins, electronic and telephone communication	All categories of program have achieved measurable results; over 3,800 outcomes recorded.
The Hubert H. Humphrey Fellowship Program	1998	Macro International	Work experience, development of knowledge and skills, contact with American and other fellows, and understanding of the U.S. and Americans	Baseline data collection; assessment of selection process; in-depth case studies; surveys	Increased employment in public sectors and NGOs; implementation of new ideas at work; development of knowledge and skills; understanding of the U.S. and Americans.
The International Visitor Leadership Program (IVLP)	2006	ORC Macro	Determine the impact of exchange experience on the professional lives of alumni, their organizations, and home countries; evaluate the effectiveness of the program in achieving its legislative mandate of increasing mutual understanding between the people of the U.S. and other countries	In-person interviews and focus groups	Positive short and long term impacts on 1) alumni satisfaction; 2) professional and cultural learning; 3) effects on behavior/application of knowledge, and; 4) linkages, ties and institutional changes.

Endnotes

¹ See the *SAGE Handbook for Intercultural Competence*, edited by Darla Deardorff for an expansive list of various instruments for measuring intercultural competency.

² More information is available on the following websites:

- <http://www.iie.org/en/The-Power-of-Giving/Giving-Opportunities/Fulbright-Legacy-Fund-Endowment>
- <https://alumni.state.gov>

³ http://www.afs.org/afs_or/view/what_we_do

⁴ IDI was developed by Mitchell R. Hammer and Milton Bennett. It is a statistically proven measure of intercultural development stages following Bennett's Developmental Model of Intercultural Sensitivity.

⁵ <http://www.peacecorps.gov/index.cfm?shell=about.mission>

⁶ http://www.sri.com/policy/csted/reports/international/executive_report.pdf

⁷ A list of critical need languages can be found at <http://www.iie.org/en/Who-We-Are/News-and-Events/Press-Center/Press-Releases/2006/2006-09-05-Gilman-Scholarship-Spring-2007-Supplement-Awards>

⁸ SAGE defines voluntary simplicity as "the effort to lead a more modest, simple lifestyle. Examples are riding a bike to work, taking a job that pays less but contributes more to the common good, or being motivated to use recycled products and to practice active recycling." <http://www.cehd.umn.edu/projects/sage/GlobalEngagementSurvey.pdf>

⁹ <http://www.openworld.gov/press/print.php?id=95&lang=1>

¹⁰ <http://www.openworld.gov/news/print.php?id=304&lang=1>

¹¹ http://exchanges.state.gov/media/pdfs/office-of-policy-and-evaluations/completed-program-evaluations/executive-summary/ivlp-eurasia-study-executive-summary_january-2006.pdf

¹² See endnote 1.

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IIE Resources

The Institute of International Education, founded in 1919, is a leading not-for-profit educational and cultural exchange organization in the United States. IIE has a network of 18 offices worldwide and more than 1,100 college and university members. In collaboration with governments, corporations, private foundations, individuals, and other sponsors, IIE designs and implements scholarship programs and programs of study, training, and exchange for students, educators, scholars, and professionals from all sectors. These programs include, for example, the Fulbright and Humphrey Fellowships and the Gilman Scholarships administered for the U.S. Department of State, the Boren Scholarships and Fellowships and The Language Flagship administered for the National Security Education Program, and the International Fellowships Program, implemented for the Ford Foundation. www.iie.org.

OPEN DOORS RESOURCES

<http://www.iie.org/opendoors>

The *Open Doors Report on International Educational Exchange*, supported by the U.S. Department of State's Bureau of Educational and Cultural Affairs, provides an annual, comprehensive statistical analysis of academic mobility between the United States and other nations, and trend data over 60 years.

CENTER FOR INTERNATIONAL PARTNERSHIPS IN HIGHER EDUCATION

<http://www.iie.org/cip>

The IIE Center for International Partnerships in Higher Education assists colleges and universities in developing and sustaining institutional partnerships with their counterparts around the world. A major initiative of the Center is the International Academic Partnerships Program, funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE).

ATLAS OF STUDENT MOBILITY

<http://www.iie.org/projectatlas>

Project Atlas® tracks migration trends of the millions of students who pursue education outside of their home countries each year. Data are collected on global student mobility patterns, country of origin, as well as leading host destinations for higher education.

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www.iie.org/StudyAbroadCapacity

IIE White Papers address various issues of increasing capacity in the U.S. and abroad to help pave the way for substantial study abroad growth.

- What International Students Think About U.S. Higher Education (May 2011)
- Expanding Study Abroad Capacity at U.S. Colleges and Universities (May 2009)
- Promoting Study Abroad in Science and Technology Fields (March 2009)
- Expanding U.S. Study Abroad in the ArabWorld: Challenges & Opportunities (February 2009)
- Expanding Education Abroad at Community Colleges (September 2008)
- Exploring Host Country Capacity for Increasing U.S. Study Abroad (May 2008)
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