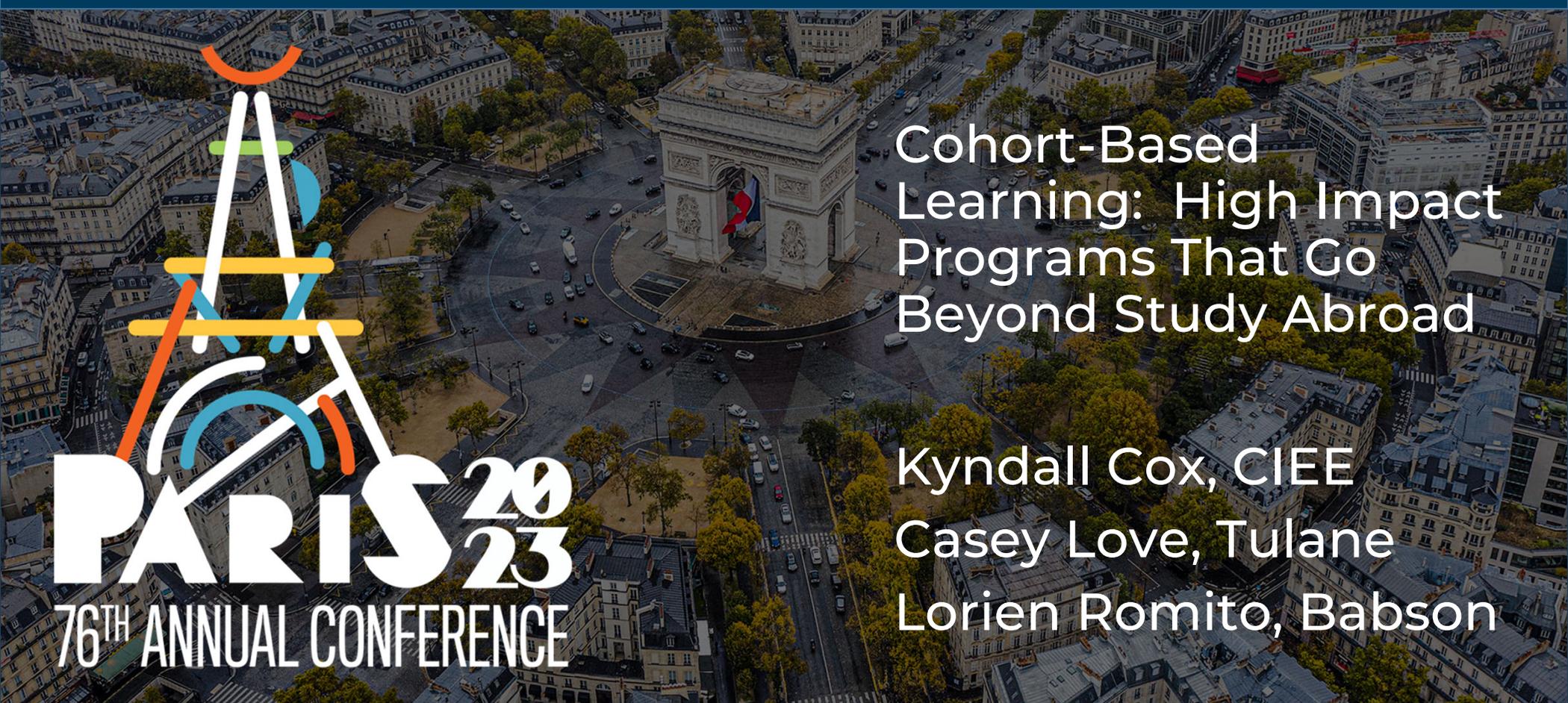


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Cohort-Based
Learning: High Impact
Programs That Go
Beyond Study Abroad

Kyndall Cox, CIEE
Casey Love, Tulane
Lorien Romito, Babson



PARIS 2023
76th ANNUAL CONFERENCE

Welcome!

- Your table is your cohort! Say hello!
- While we get settled, think about how we can build community within a cohort structure.

Who are you talking to?

Kyndall Cox



Casey Love, Ph.D.



Lorien Romito



Agenda

- Three cohort models:
 - Altman Program, Tulane
 - Frederick Douglass Global Fellowship, CIEE
 - Glavin Global Fellows, Babson
- Questions:
 - How do cohorts enhance intercultural learning and intra- and interpersonal development?
 - How does cohort design and leadership enhance positive cohort dynamics?

Learning Communities are HIP!

Learning communities are considered high-impact practices (HIPs), which research has shown to enhance student learning and success (AAC&U, 2007; Finley & McNair, 2013; Kuh, 2008)

Elements

- Strategically defined cohort of students (Washington Center, n.d., para. 4)
- Substantial time engaged in common intellectual activities. (Zhao and Kuh, 2004)
- Students take coursework together (Kuh 2008)
- Learning extends beyond the classroom with complementary academic and social activities (Zhao 2004)
- Practice integrative learning (Washington Center, n.d., para. 4)
- Students form relationships (Spanierman et al, 2013)

Benefits of Cohort Learning Communities

- Greater academic persistence and higher GPAs (Hitchkiss, Moore, and Pitts, 2003)
- Higher retention (Johnson, 2000; Gebauer et al., 2013; Hill & Woodward, 2013),
- Greater satisfaction with their university experience (Goldman 2012)
- Networking with peers (Tinto and Goodsell-Love, 1993)
- Opportunities for collaborative learning and problem solving (Dodge and Kendall 2004; Lenning and Ebbers 1999)
- Development of interpersonal skills (Dodge and Kendall 2004)
- Sense of belonging (Jehangir, 2009)
- Valuing diverse perspectives of classmates (Jehangir, Williams, and Pete 2011)
- Feelings of comfort and support help students delve deeply into subject matter (Mellow, 2003)
- Being comfortable with being challenged; value in tensions (Mitchell and Rost-Banid, 2020)
- Shared commitment to social justice (Bettez and Hytten 2013)

How does cohort design enhance intercultural learning and inter- and intra-personal development?

TOOLKIT

Cohort selection

Academic coursework

Co-curricular/experiential learning

Interpersonal and social relationships

Leadership and mentorship

Identity development



Glavin Global Fellows

A community of undergraduate students who are passionate about global issues, language study, and international experiences on campus and beyond.

Benefits

- On-campus programming and speaker events
- Sponsorship for global and/or language case competitions
- Networking opportunities with other globally-minded students and with GGF alumni
- Mini-grant funding opportunities for study, research, or internship abroad
- Digital Badge that highlights the intersection of global studies, language learning and experiential opportunities.
- Advisory support by the GGF Board of faculty, staff, and other advocates

Glavin Global Fellows



Foreign Language

1

Advanced humanities elective

2

Advanced elective in international economics

3

Advanced global business or law elective

4

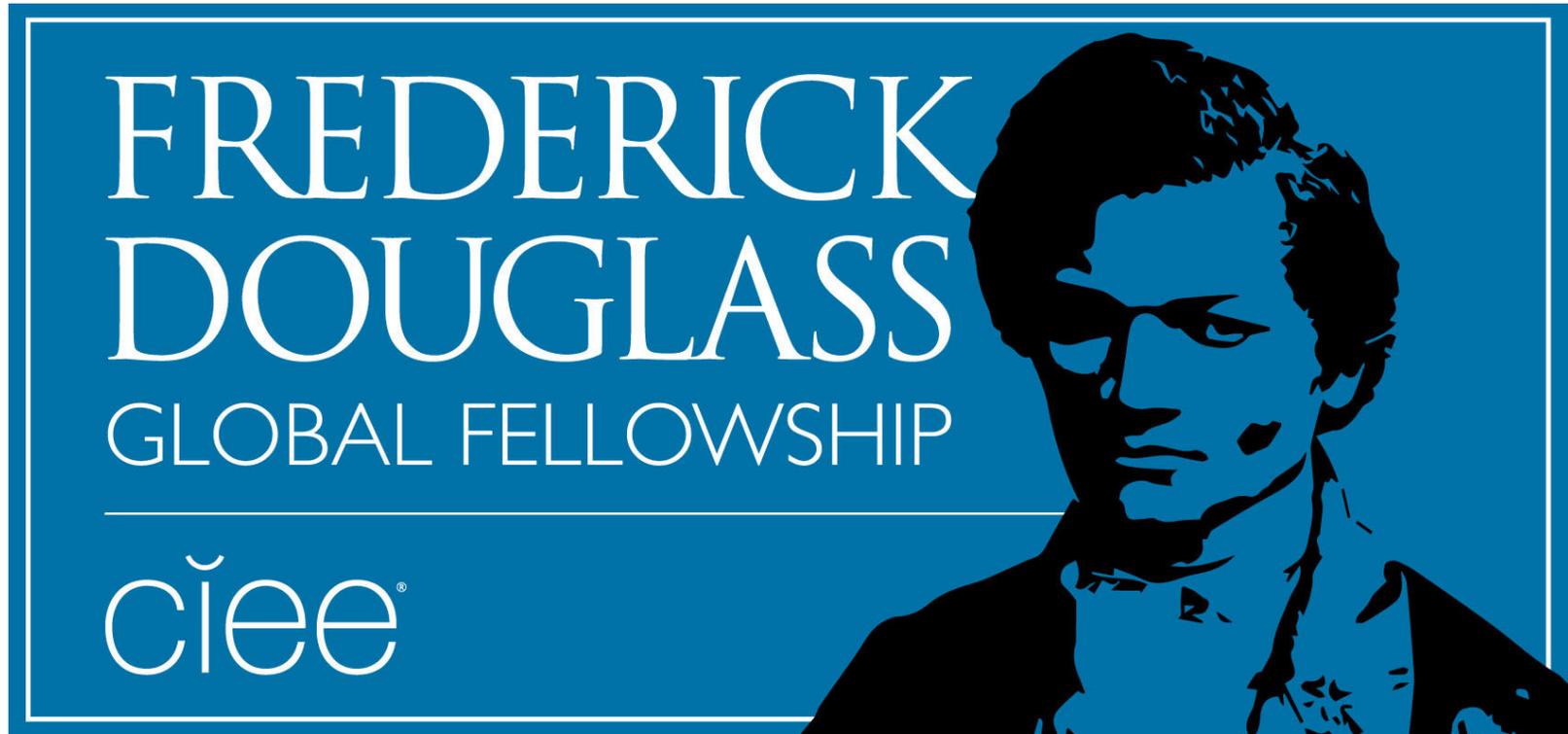
International experience or domestic experience with a multicultural focus

5



GGF Badge Requirements

Frederick Douglass Global Fellowship





About the Frederick Douglass Global Fellowship

- Created in 2017, the Fellowship was created to increase access to study abroad to students from backgrounds traditionally underrepresented in study abroad. Additionally, the program works to change the face of study abroad by having Fellows share their study abroad experiences when they return.
- Each year, a cohort (10-20) of outstanding students from institutions across the nation are selected through a competitive application process.
- Fellows participate in a 4-week, immersive study abroad program focused on conflict resolution and peace building.
- All program and travel costs are covered by program sponsors



Immersive Honors Program designed to:

- ✓ Foster a global perspective
- ✓ Educate on the nuance of conflict resolution and peacebuilding
- ✓ Strengthen and cultivate solutions-oriented student leaders
- ✓ Develop intercultural communication skills

Competitive Selection Process

Identifies outstanding student leaders who:

- ☺ Exhibit keen intellect
- ☺ Showcase self-determination
- ☺ Have a history of bold leadership
- ☺ Illustrate a history of service to others
- ☺ Understand the importance of working with others with opposing views.

On average receive 600-700 final applications

Academics: Curriculum & Learning Outcomes

Leadership Strategies to Advance Social Justice (2023)

- ✓ Hone leadership skills: students will demonstrate an understanding of different leadership styles
- ✓ Compare and contrast leaders and social challenges in context
- ✓ Address social change and ongoing challenges: students will be able to identify concrete positive social change and its connection to specific leadership styles

Comparative Leadership & Conflict Resolution (2022)

- ✓ Define the main leadership styles and their attributes
- ✓ Identify their own predominant leadership style and approach to conflict resolution
- ✓ Describe the core components of effective intercultural communication
- ✓ Identify and apply successful strategies for a peace building and conflict resolution process

Transformational Leadership Across Cultures (2021)

- ✓ Understand and competently discuss societal, political and cultural influences and drivers of leadership styles in the host country.
- ✓ Increase cultural self-awareness through personal and group leadership preferences.
- ✓ Acquire a deeper understanding of the field of leadership concepts/theories and their relevance to their own experience in the host culture(s).



INTER-CURRICULAR PROGRAMMING

- ✓ Cohort/Team Building Exercises
- ✓ Opportunities to meet and network with international leaders
 - ✓ Vice President Kamala Harris
 - ✓ Republic of Ireland
 - ✓ First Lady
 - ✓ Taoiseach (Prime Minister)
 - ✓ Foreign Minister
 - ✓ Ambassadors
- ✓ Ashoka Changemaker Workshops



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THE FREDERICK DOUGLASS-DANIEL O'CONNELL GLOBAL INTERNSHIP

- ☺ Interns will participate in an 8-week, immersive work placement with an Irish organization.
- ☺ Interns will participate on a 3-credit academic course on Irish History & Culture – with a special exploration of the relationship between Frederick Douglass & Daniel O'Connell and both men's lifetime legacies as successful businessmen and leaders of social change.
- ☺ Program costs and airfare covered by program sponsors CIEE, the Government of Ireland, and African American Irish Diaspora Network.



ELIGIBILITY REQUIREMENTS

- ☺ Be a current undergraduate freshman, sophomore, or junior at an accredited institution
- ☺ Have a minimum GPA of 3.0
- ☺ Be a U.S. citizen, U.S. national or permanent resident
- ☺ Be a Pell eligible student
- ☺ Submit a complete application
- ☺ Applications open now!



Altman Program



in International
Studies & Business

The Altman Program at Tulane

ACADEMICS

4-year, comprehensive academic program

- Dual degrees in business and liberal arts
- Intensive language study in one of seven target languages
- A common cohort course every semester

STUDY ABROAD

- 1.) Global South Summer Program (Vietnam and Mexico)
- 2.) Junior year liberal arts semester (linguistically immersive)
- 3.) Junior year business semester (linguistically immersive)

COHORT MODEL

20 students per cohort

80 students total

Cohort Selection

- Students apply as high school seniors once admitted to Tulane
- Average: 120 applications/year
- Two round application process, including interviews of top-tier candidates
- Preliminary language proficiency, interest in global affairs and business a plus

Altman Learning Outcomes

Intercultural competence/Identity development

Full professional proficiency in non-English language

Global liberal arts knowledge

Business knowledge

Understanding of structural inequities and corresponding forms of ethical engagement in domestic and international contexts

Academics: Cohort Curriculum

	FALL	SPRING	SUMMER
FRESHMAN	New Orleans: The Global in the Local	Pre-Departure course**	Politics of Globalization (w/ int'l service learning) Finance
SOPHOMORE	International Management	Perspectives on Global Citizenship (pre-departure course)**	Funded research or internship
JUNIOR	Liberal Arts semester abroad	Business semester abroad	Funded research or internship
SENIOR	Post-Study Abroad course**	Approaches to Global Dilemmas (interdisciplinary capstone course)	

Cocurricular Programming

Global South Summer Program

International service learning

Financial support for un/under-paid internships, research

Altman-sponsored academic events



Building Community

Freshman/Sophomore: “big-little”

Cohort dinners at directors’ homes

Funded social gatherings

Alumni networks/panels



Mentorship

Faculty-director
mentorship

Peer mentorship

Faculty-mentored
research



Program Outcomes/Assessment

- How do we assess our programs?
- What are the metrics for success?

Glavin first-year cohort assessment

Qualitative

Journals / Reflection

Research reveals:

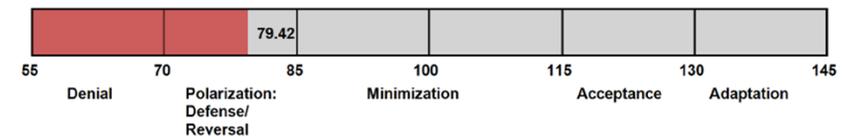
- Feelings of community, commonality, and safety among peers
- Dismantling of prior beliefs or stereotypes about other cultures
- Dismantling of prior beliefs and values held about one's own culture
- Skills gained through practice within intentional interventions/interactions
- Positive attitudes toward future intercultural learning experiences

(Desaulniers, 2023) n:10

Quantitative

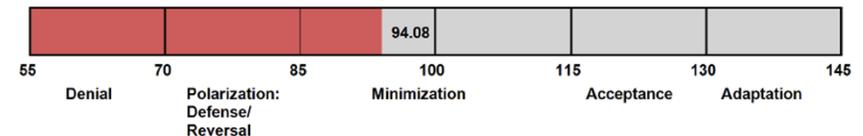
IDI Pre & Post

Developmental Orientation (DO)



More Reversal-like and less Defense.

Developmental Orientation (DO)



Group Pre DO	79.42
Group Post DO	94.08
Gains	14.66

Glavin Assessment

- Research reveals feelings of community, commonality, and safety among peers, dismantling of prior beliefs or stereotypes about other cultures, dismantling of prior beliefs and values held about one's own culture, skills gained through practice within intentional interventions/interactions, and positive attitudes toward future intercultural learning experiences (Desaulniers, 2023).

FDGF Assessment

- Historically evaluated students through IDI pre & post
- Assess students in real time with journals & reflections
- Follow-up with post-program evaluations



Altman IDI Developmental Orientation

Cohort	Freshman	Sophomore	Senior	Total change
2020	94.51	98.09	107.19	+12.68
2021	94.59	96.53	107.18	+12.59
2022	90.28	95.56	103.56	+13.28
2023	81.32	88.54	97.10	+15.78

**Average
growth:
+13.83**

Senior cohort survey

When I'm with my cohort, I....	
Can be my authentic self	5.9
Can challenge beliefs of my peers without disrespecting them	5.5
Exist in a safe space where we figure out who we want to be in the world	5.6
Feel a high level of interpersonal trust	5.6

Although members of my cohort and I may not see exact on certain topics I feel more comfortable sharing my true opinions with my cohort compared to my other friends/classmates at Tulane.

Strongly Disagree	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Strongly Agree
1	2	3	4	5	6	7

Post-Study Abroad Unpacking

I felt safe unpacking personal growth and challenges of JYA with my cohort	6.6
I would give the same presentation with Altman sophomores	5.9
I would give the same presentation with “regular” Tulane students	4.8

- *“If I were presenting to random Tulane students, my reflections would have been much less open and more focused on the positive events and learning opportunities.”*



I think my experience is individual but may also represent a broader trajectory of the cohort experience. I wasn't close with my cohort freshman year, I felt my values with them vastly diverged and I resented the attitudes of many of my fellow cohort mates. I was anxious to go to Merida [with my cohort in the summer] and spend an extended period of time with people I didn't trust and was pretty sure didn't like me. However, I was able to seize that time as a way to connect with the group...and to let people see the real me... That month was crucial in helping me feel more secure in my role in the cohort.

In the subsequent 2 years, I've seen those relationships grow and change. These are people whose perspectives I value, who's experiences are important to me as mirrors and as ways to learn and grow in new ways. Especially while I was abroad and in returning, I have been so grateful for this community, who understand aspects of me and my experience more than anyone else could on this campus.

Master Toolkit: Babson, FDGF, Tulane

	Cohort Selection	Academic	Cocurricular	Interpersonal	Mentorship	Identity Development
Babson	Open enrollment based on interest	3 globally focused courses, language proficiency, int'l experience	Approx 3 programs per semester	Living learning community	-2 faculty & 2 administrative advisors -upperclassmen	-IDI -Grant opportunities to explore personal interest
FDGF	Competitive. Based on GPA, leadership history, and diversity of cohort.	3-credit course – has varied by program year	4-week faculty-led program with guest instructors and speakers	Integrated cohort program, students participate on	Program staff and program alumni	-IDI -Social Identity Wheel -Power & Privilege
Altman Program at Tulane	Competitive. Based on language proficiency, curricular interests	Common dual degree curriculum. 6+ cohort courses	4-week faculty-led program Speaker series	Facilitated social gatherings: intra- and inter-cohort activities	-2 faculty & 2 staff members -Research mentorship -Peer mentorship	-3 IDI assessments -Grant opportunities to explore personal interests

Toolkit for Cohort Learning Communities

Cohort selection

Academics

Co-curricular/experiential learning

Interpersonal and social tools

Leadership and mentorship

Identity development

Salon Exercise Instructions

- Read scenario at your table
- Design a learning community within the cohort using various elements of the toolkit
- How do you facilitate discussions surrounding identity, positionality and privilege in your community?
- Explore assessment methods for intercultural learning objectives



**HOW WILL YOU
ADDRESS THIS
MONKEY
WRENCH??**

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Thank You!

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