Need

Podunk Community College proposes to advance the global literacy of its students by partnering with the University of Yucatan (Universidad Autónoma de Yucatán) to develop innovative, economical, and effective instructional techniques and projects that will bring students and colleges together, in real time, across international boundaries via video conferencing and other capabilities of the Internet.

Students at Podunk Community College must be prepared to operate in a global economy, where understanding other societies and cultures is both valuable in its own right and necessary to be competitive. As Philip Altbach, Professor of Higher Education at Boston College, has stated: “Internationalism is mandatory for any higher education system in the twenty-first century.” A parochial world-view is a handicap today and will become more so in the future. A global perspective and cross-cultural awareness will be practical, workaday prerequisites to simply doing a job right. For example:

- A corporate Web site designer must be sensitive to the impression a site makes in countries with many different languages and cultures. The very name ‘World Wide Web’ carries a warning as well as an opportunity.
- If California were a country, it would have the sixth largest economy in the world. Much of this huge enterprise, in fields such as agriculture, biomedical products, and information technology, rests on import, export, or outsourcing arrangements with other countries. As these trans-border operations assume a larger role in business, adroit handling of cross-cultural dilemmas will be the hallmark of a new generation of managers. Diplomats and military personnel have long understood the importance of respecting what may appear to be the idiosyncratic beliefs of a foreign colleague. Now a far larger community of Californians, in many walks of life, must be taught the same breadth of view.
- Knowledge of elementary geography is essential but often missing. “Many college students today,” remarked an international business instructor, “can’t find East Timor. There are quite a few who can’t even find Vermont.”

The foregoing generalities are directly applicable to many Podunk students. Family background alone brings many into contact with people in Asia and Latin America. Many Podunk students live in highly diverse communities, where languages other than English are often spoken
at home. By national standards, more California students may have knowledge of two cultures but may not have the required skills to succeed in another culture. For instance, over 20% of Podunk’s students are Vietnamese, and another 12% are from other Asian cultures.

Whichever the educational goal chosen by Podunk’s students — to the workplace or transfer to a four-year institution — they will need significantly more exposure to global concepts and cross-cultural awareness to succeed.

ICE-T will build a series of globally oriented student projects that address these problems. These projects will employ a team approach that compels students in diverse cultures at two different colleges to work together. They must work their way through cross-cultural differences of punctuality, directness, and consensus-building as if they were living in another culture. For example, students will learn the different ways in which cultures organize to solve problems and complete a project. American students may want to divide problems into small manageable pieces and tackle the pieces in sequence and be very linear in their thinking. Mexican students, on the other hand, may prove to be more polychronic, trying to work on several aspects of the problem at once, taking a holistic approach.

Learning styles differ as well. Some have observed that Mexican college students tend to learn more by rote than by case studies or experimentation. These are typical of the cultural divergences that American students will encounter during ICE-T sessions, just as if they were studying in Mexico. Relationships with other team members will give the American student a different perspective on life in general, on the thought processes, priorities, and protocols of another culture. The experience will help to peel away ethnocentric American attitudes. The stimulus of working closely with students from other countries — Mexico in our test case, but potentially worldwide — may also awaken an interest in pursuing a foreign language.
How this Project Relates to the Fund for Instructional Improvement RFA Specification

**Purposes/Uses of the Funds**

The ICE-T project addresses aspects of the purpose and use of funds defined under Program Development on page 4 of the RFA specification. The pertinent portion of the RFA reads as follows:

“2. Program Development
   b. Educational Services for new populations such as older or working adults”

An increasingly global economy has created a new student population: Californians who, to succeed, need significantly more exposure to global concepts and cross-cultural awareness than they are now receiving — or, given their current educational opportunities — are likely to receive.

The ICE-T project will develop and validate a highly innovative program to meet the needs of this student population.

**Statewide Initiatives** (RFA p. 4)

ICE-T also addresses The New Basic Agenda adopted by the Board of Governors in 1996. The project responds to the impact of globalizing forces on a college system traditionally local in focus, a challenge expressed by the Board in these words:

“c. California Community College education must adapt to the changing educational needs of Californians so as to be relevant and timely.”

**How the Project Proposes to Meet the Need**

Here is what the project will do to respond to the specification:

**Develop international studies programs** — The ICE-T project team will design, develop, pilot-test, and evaluate a series of "International Student Projects" that can be added to existing curricula in various disciplines. Each project will require the student to perform some task of the coursework in a predefined international frame of reference. For example — as seen through the prism of
another culture — prepare an appreciation of a work of art, or analyze a national economy, or write
a business plan, or build a Web site.

ICE-T will produce International Student Projects (ISPs) for three academic disciplines:
international relations, computer science, and one other. The third discipline will be selected from
among the following: international business, world history, philosophy, logic, sociology, political
science, art or music appreciation, biology, geology, and mathematics. In preliminary planning for
the international relations and computer science ISPs, participating faculty suggest these
approaches:

- **International Student Project for International Relations Courses** — This ISP will stimulate
  reflection on the way people think in a particular country, in this case Mexico. Typical
  questions: What do the people think of the United States and how does that affect the purchase
  of U.S. brand-name products by Mexican consumers? How does the popular culture affect
  employee relations in a local small business, and in a large factory manufacturing consumer
  items for export to the U.S.? Should the North American Free Trade Agreement (NAFTA) be
  changed, and if so, how?

- **International Student Project for Computer Science** — The computer science ISP is intended
  for insertion into courses that deal with the design or maintenance of Web sites, especially
  e-commerce sites. The thrust of the module is the internationalization of Web-based
  communication. One component will guide students to discover and evaluate techniques for
  cost-effective bilingual implementations in English and Spanish. Another component explores
  potential impact of government-imposed standards for handicapped access, taxation of online
  transactions, privacy protection, and other aspects of e-commerce in which differences may
  develop between the U.S. and Mexico.

**Pilot-test international distance education** — From an implementation standpoint, distance
education across borders is the essence of ICE-T. Specifically:

- Students at Podunk and the University of Yucatan will form teams to complete an International
  Student Project in each of the three disciplines. Seated in Internet-equipped classrooms, team
  members interact in real time. They can see each other in video images on computer screens.
  Computer-connected projectors display the images to the entire classroom. Students talk to
  each other through microphones and loudspeakers. They can exchange text by typing, by file
  transfer, and other methods. Instructors can make comments and ask questions as desired.

- The students conclude each phase of the project with a joint presentation on live Internet video
to their colleagues at both institutions. The students know their joint presentations will receive
  grades from faculty members at both institutions, a distinct stimulus to trans-national
  collaboration.
• The ICE-T project team, in collaboration with an evaluator, will conduct interviews, assess the contents of student journals, and use other assessment instruments to reveal how and why each student learns. Details of project evaluation are presented below under Projects/Activities.

**Scope of the Problem Being Addressed**

To gain a global consciousness and cross-cultural perspective, college students have traditionally pursued study abroad programs. However, less than one-tenth of one percent of the nation’s 5.3 million community college students participate in these programs. (Obviously, cost is a barrier to many of Podunk’s students; participation is expensive, typically ranging from $3,000 to $6,000 for a semester abroad. Time is another factor: the typical Podunk student is over 30, working full-time, and has family obligations.) The problem being addressed, then, is one of access—access to true international and cross-cultural experiences. Such experiences are simply beyond the reach of far too many community college students. The national statistic is mirrored in California and at Podunk:

1. **Statewide:** In the California Community College system with an enrollment of 1.6 million, just 3,781 students participated in study abroad programs in Fall 2001 (CCIE—California Colleges for International Education Abroad). This number indicates that only 0.002% of California’s community college students are able to take advantage of study abroad opportunities.

2. **Locally:** At Podunk, *not a single student* has participated in one of the District’s many study abroad programs in the last five years. (These programs attract over 250 students each year from Podunk’s sister institutions.)

These numbers indicate that too few students are able to experience an international or cross-cultural learning experience at the community college-level. This ICE-T project will address this
problem by providing access to global, cross-cultural experiences in an innovative and cost-effective way for hundreds of students.

**Target Groups to Be Served**

ICE-T will target students in Podunk’s internationally-oriented programs and courses. These students are typical of Podunk’s student body, which is made up largely of working adults who are increasingly likely to be Asian and less likely to be Caucasian. Specifically:

- 81% of Podunk students are age 25 or older
- Most have jobs; only 3% attend college full-time
- At graduation, 59% are married
- English is the second language for more than a fifth of the student body
- During the past ten years, Podunk has experienced an increase (over 30%) in the number of Asian students and a decrease (over 40%) in the number of Caucasian students

Podunk’s students—older and working—are far less likely to avail themselves of study abroad programs; they are simply too busy to participate in a program that takes them away from home for months at a time. ICE-T will provide Podunkrs with a cross-cultural educational opportunity that would ordinarily be beyond their reach.

At the University of Yucatan, the target group is similar: students in programs that are internationally oriented.

For its own diverse student population, Podunk offers instruction in 17 foreign languages and more than 200 courses dealing with countries, languages, and cultures outside the U.S. Students in these courses are ideally suited for the ICE-T project, as it will enhance the international and cross-cultural experiences in their courses.

Please turn to the next page to see Table 1, which highlights a representative selection of internationally-focused courses at Podunk.
Table 1. Representative International Courses at Podunk Community College

<table>
<thead>
<tr>
<th>Languages</th>
<th>Language Courses</th>
<th>Related Cultural Courses</th>
<th>Specialized Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>yes</td>
<td>Introduction to Arab Culture and Geography</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>yes</td>
<td>Introduction to Chinese Culture and Geography, History of Modern China, Chinese Brush Painting</td>
<td>Chinese for Business and International Relations</td>
</tr>
<tr>
<td>French</td>
<td>yes</td>
<td>Introduction to French Culture and Geography, French Short Story and Novel, French Drama and Poetry, Francophone Culture and Civilization</td>
<td>French for Business and International Relations</td>
</tr>
<tr>
<td>German</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebrew</td>
<td>yes</td>
<td>Introduction to Jewish Culture and Geography</td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td>yes</td>
<td>Introduction to Italian Culture and Geography</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>yes</td>
<td>Introduction to Japanese Culture and Geography</td>
<td></td>
</tr>
<tr>
<td>Korean</td>
<td>yes</td>
<td>Introduction to Korean Culture and Geography</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norwegian</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persian</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polish</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>yes</td>
<td>Culture and Geography of Mexico</td>
<td>Spanish for Medical Practitioners, Spanish for Spanish Speakers</td>
</tr>
<tr>
<td>Swedish</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vietnamese</td>
<td>yes</td>
<td>Introduction to Vietnamese Culture and Geography</td>
<td></td>
</tr>
</tbody>
</table>

**World Cultural and Business Studies**

<table>
<thead>
<tr>
<th>Anthropology</th>
<th>World Cultures, Cultural Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Asian Art History</td>
</tr>
<tr>
<td>Geography</td>
<td>World Geography, Regional Geography: Central America and Caribbean, South America, Australia, New Zealand and the South Pacific, Orient and Southeast Asia, Africa (and other Regional Geography courses)</td>
</tr>
<tr>
<td>History</td>
<td>Latin American History and Culture, Southeast Asian History and Culture</td>
</tr>
<tr>
<td>International Business</td>
<td>Survey of Global Business, Introduction to Doing Business in Northern and Central Europe, Mediterranean Europe, East Asia (and other International Business courses)</td>
</tr>
<tr>
<td>Political Science</td>
<td>Middle East in World Politics</td>
</tr>
</tbody>
</table>
**Is the Project of Reasonable Dimensions?**

The ICE-T project will design, pilot, and evaluate a bi-national interactive distance education project in one year. Most community colleges would find that difficult, and few would likely commit to such an undertaking. However, Podunk’s situation is unique. Close collaboration with a Mexican partner is already established. The computer and communications infrastructure — in systems, academic disciplines, and technical support — is now in place. The project as a whole is consistent with Podunk’s institutional mission and well within the scope of the college’s expertise and focus. Podunk’s resources and experience in international projects ensure that the needs of ICE-T can be addressed within the project’s time frame.

At Podunk, ICE-T builds on a broad background in language teaching, area studies, and other international programs, as shown in the table above. A commitment to languages, area studies, and an international orientation generally dates back to the founding of Podunk in 1976.

Podunk is also a leader in Distance Learning, the developer of Emmy award-winning courses broadcast daily on PBS television stations and used by colleges and universities worldwide. Through its Coast Learning Systems division, Podunk offers Telecourses and Internet instruction in languages and foreign cultural studies.

For Podunk, ICE-T is the capstone of a pyramid of state-funded projects to increase the depth of faculty and student awareness of peoples and cultures outside the United States. Three projects, all funded by state grant awards, stand out: **GENesis**, **Fluency**, and **CAPSUL**. From different aspects, all three aim to heighten the cross-cultural awareness of students and staff.

- **GENesis** (Global Education Network) — Extending across the Podunk curriculum, GENesis will create instructional resources to help students and staff increase their knowledge of the global workplace and will provide staff training in Spanish and Vietnamese languages and cultures. Major goals are to provide an international perspective in at least 70% of the liberal arts curriculum and a global awareness in five occupational programs.

- **Fluency Program** — This recently completed project aims to enable non-Native English language speakers to successfully participate in degree-applicable, transfer-level courses while
improving their fluency in English. To accomplish that end, Fluency provided specialized language training for faculty.

- **CAPSUL (Podunk Access Program – State University Long Beach)** — Aimed at underrepresented students, primarily Hispanic and Vietnamese, CAPSUL provides a supportive environment in a two-year Podunk program that feeds into an International Studies program at California State University Long Beach.

Podunk will also draw from state-funded projects already in place. These include:

- Support for the California Mexico Trade Assistance Center (CMTAC). This undertaking — a Podunk initiative — provides expertise in international trade, including advice on business customs and practices in other countries.
- Support for CAPSUL, Podunk’s fully-articulated program with California State University, Long Beach. Their activity in international studies is available to assist Podunk in ICE-T.
- The multi-language, multi-cultural background that derives from Podunk’s own program of instruction in 17 international languages, plus an extensive ESL program that serves another 3,500 students.

**Objectives**

*Note: Voice/video links have already been established and tested with the University of Yucatan. Therefore, grant funds will not be requested to establish this connection. Also, Podunk has established a close relationship with the University of Yucatan in preparation for ICE-T. A faculty-led delegation from Podunk visited the University of Yucatan last year and met with their faculty. Faculty from the University of Yucatan have made two visits to Podunk. In short, Podunk and the University of Yucatan are prepared to begin this project. (See the formal Academic Cooperation Agreement, signed February 5, 2002, attached.)*

The ICE-T project has a single objective (the Workplan appears on pages 21 through 24):

**Objective:** Design, pilot, and evaluate a method of instruction by which a total of 90 students and six faculty members at each of two colleges, located in two countries, can participate, jointly and in real time.

The Project Director and Design Coordinator will identify participating faculty and the courses for which international student projects will be piloted (two subject areas have already been identified). At the same time, Podunk will build Web pages and investigate instructional strategies to be tested. Podunk will also develop workshop materials and instructions for students and faculty.
The ICE-T project objective is:

**Objective:** Design, pilot, and evaluate a method of instruction by which a total of 90 students and six faculty members at each of two colleges, located in two countries, can participate, jointly and in real time.

### Overall Structure

Figure 1 gives a schematic representation of ICE-T in operation:

![Figure 1. ICE-T Project Operating Structure](image)

### Activities

The following procedures and activities support the ICT-T objective:

**Pre-project Activity**

- Podunk faculty visit to University of Yucatan ........................................ Nov. 2000
- Web-based video- and audio-conferencing links established, tested..... Jan.-Dec. 2001
- Podunk/Yucatan Academic Cooperation Agreement signed..............Feb. 5, 2002

**Project Activity (numbers are keyed to the Workplan)**

1.1. The project will address three academic disciplines: International Relations, Computer Science, and one other. Select the third discipline.
**Rationale for Activity 1.1:** As with the first two, choose a subject area that is of interest to a significant number of students at both Podunk and the University of Yucatan; and which requires at least one student team project per semester.

1.2. Identify two Podunk faculty members from each subject area. Announce the project at the Fall Faculty Meeting; send mail to the faculty (including adjunct) with project details and an invitation to participate. Identical (parallel) activity takes place in Yucatan.

**Rationale:** Faculty members responding to the invitation are selected based on the courses they teach and their ability to participate in a year-long project.

**Measure:** Interview 20 candidates; select six for the project.

1.3. Faculty participants and the project Design Coordinator explore potential instructional strategies and projects suitable for joint California/Mexico participation. Focus: online design, delivery, and evaluation of student work and student satisfaction.

**Rationale:** Collaboration involving faculty expertise in content and instructional technique with technology insight from project staff.

**Measure:** Six courses selected for integration of International Student Projects (ISPs). Project assessment tools developed/selected.

1.4. Faculty not already familiar with online instructional tools receive half-day training.

**Rationale:** Familiarize instructor candidates with these tools:

- **Real-time video conferencing** — A communication mode, using the Internet, in which the student’s camera-equipped PC acts as a video send/receive terminal.
- **Whiteboard** — A software product that allows participants to create and review graphic information, simultaneously on local and remote PCs.
- **Microsoft Chat** — Software product that allows an instructor to hold real-time text “conversations” with students.
- **File transfer** — A procedure that an instructor can use to send files, in real time, to everyone in the class or to one or more designated class members.
- **Remote desktop sharing** — A procedure by which one participant can take control of another’s computer. A typical application: used by the instructor to load software onto a remote student’s computer.
• **Electronic bulletin board** — A facility for sending and receiving messages to and from students, from any computer with an Internet connection.

• **Video Archiving** — Course lectures, conferences, and student project meetings will be monitored by video cameras. Images will be captured on mass-storage disk drives for 24/7 access via the Web. From any location at any time, students will be able to call in from their computers and revisit a class or other event in its entirety.

1.5. Faculty participants, Design Coordinator, and two Web designers build a Web page for managing the project. Select an international logo to identify project-oriented courses.

**Rationale:** Web page provides convenient, easily updated, 24/7-accessible source of project information to all participants in both countries.

**Measure:** Web page up and running; international logo selected.

1.6. Mexican and U.S. faculty, with the design Coordinator, will refine the project-defined online assignments. Revise as required to obtain approval by academic authorities (joint Podunk/Yucatan activity).

**Rationale:** Essential to resolving potential problems with language, instructional methodology, and project evaluation.

**Measure:** Institutional approvals obtained (Podunk Academic Senate and Office of Instruction).

1.7. Market the project courses to students in both countries using the Web site as the primary marketing channel. Supplement with flyers and classroom visits.

**Rationale:** Web page is economical, student-friendly marketing too.

**Measure:** Ninety Podunk students recruited, 15 for each of the six project courses.

1.8. Teach the pilot courses. In classroom sessions, students and faculty conduct courses over Internet video-conferencing links between Yucatan and Podunk.

**Rationale:** This is the heart of the project.
Measure: At least ten Podunk students in each course (total: 60 students) complete the project courses and acquire global, cross-cultural skills. Further information about outcomes appears in the Evaluation Design section of the proposal.

1.9. Student work includes preparation of media for project evaluation instruments: journals, portfolios of written work, etc. Online classroom presentations are videotaped.

Rationale: Materials for evaluation are created as the course progresses.

Measure: Materials ready for evaluation as soon as courses terminate.

1.10. Conduct student interviews and surveys immediately after courses terminate. Gather thoughts, opinions, experience, and satisfaction level of participants.

Rationale: Prepare for project evaluation.

Measure: Further information about outcomes appears in the Evaluation Design section of the proposal.

1.11. Evaluate results of the project.

Rationale: The first step is communicating results to other institutions.

Measure: Evaluation completed; project report available.

1.12. Produce the ICE-T Replication Kit, a tangible end product containing a course outline for each International Student Project; VCR tapes of classroom activities; technical specifications for computer configurations, Internet connection specs, and lessons learned about trans-border communication. Also includes a copy of the project report.

Rationale: Meets RFA requirement for a tangible end product (RFA p. 10). Provides other community colleges with a roadmap for incorporating a global, outward-looking emphasis to curricula and instructional strategies.

Measure: ICE-T Replication Kit available.

1.13. Publicize ICE-T findings via an International Dissemination Conference in Southern
California; by presentations at the Chancellor's Mega-Conference and other meetings; and through Web site postings. Further information about dissemination plans appears in the Dissemination section of the proposal.

**Rationale:** Other venues for helping other community colleges adopt ICE-T concepts and methods.

**Feasible Solution to the Problem**

The thrust of ICE-T is that innovative instructional design — exploiting new computer and communication technologies — can lead students to a global perspective and cross-cultural awareness across a broad range of disciplines and at low cost. The concept has been explored at length in faculty-to-faculty consultation with the University of Yucatan. Extensive testing has validated Internet-based video conferencing and the rest of the technical infrastructure. The concept is now ready for pilot testing with real-world students and faculty, which is the purpose of this proposal.

**Benefits**

ICE-T aims to provide these benefits:

1. By means of innovative technology, the curriculum will incorporate a global, outward-looking emphasis appropriate to the challenges of the new century.

2. Participating faculty will experience new learning outcomes as they develop joint projects with their colleagues at a university in another country — Mexico.

3. Students will learn how to build ongoing relationships with their peers abroad.

4. Students will develop global communication and team-building skills, enabling them to work effectively amid different thinking patterns and value systems.

5. Students will develop a different, more rounded perspective on U.S. and Mexican culture, history, and politics.
**Funding Purpose and Use of Funds**

All activities envisioned for this project are consistent with the RFA specification. All project funds will be devoted to program development for an educational program to meet the needs of a new student population, which is allowable under the specification.

**Project Timeline**

<table>
<thead>
<tr>
<th>Completion</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-project Activity</strong></td>
<td></td>
</tr>
<tr>
<td>Complete</td>
<td>Visits and consultation between project partners: Podunk Community College and the University of Yucatan</td>
</tr>
<tr>
<td>Complete</td>
<td>Computer and communication equipment installation and testing</td>
</tr>
<tr>
<td>Complete</td>
<td>Academic Cooperation Agreement signed by Podunk and Univ. of Yucatan</td>
</tr>
</tbody>
</table>

**Instructional Planning and Participant Recruiting**

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 2002</td>
<td>Identify the last of three academic disciplines for the project</td>
</tr>
<tr>
<td>Sept. 2002</td>
<td>Recruit and select six faculty members to teach the project courses</td>
</tr>
<tr>
<td>Nov. 2002</td>
<td>Select six courses for online, trans-border pilot test; develop an International Student Project (ISP) for each course</td>
</tr>
<tr>
<td>Dec. 2002</td>
<td>Recruit 90 students (15 for each course) to participate in the program</td>
</tr>
</tbody>
</table>

**Faculty Training**

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 2002</td>
<td>Train faculty in use of online instructional tools</td>
</tr>
</tbody>
</table>

**Preparations to Teach the Pilot Courses**

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 2002</td>
<td>Build a Web page to manage the project; select appropriate project logo</td>
</tr>
<tr>
<td>Jan. 2003</td>
<td>Review project assignments; revise as required. Obtain approval of academic authorities</td>
</tr>
</tbody>
</table>

**Teaching the Pilot Courses**

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 2003</td>
<td>Begin teaching pilot courses at Podunk and University of Yucatan. In each course, students and faculty in the two countries participate in real time via Internet-based video- and audio-conferencing.</td>
</tr>
<tr>
<td>May 2003</td>
<td>Complete the teaching of pilot courses</td>
</tr>
</tbody>
</table>

**Evaluating and Disseminating Results**

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2003</td>
<td>Project report available</td>
</tr>
<tr>
<td>July 2003</td>
<td>ICE-T Replication Kit available to other community colleges</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Publicize ICE-T concepts, procedures, and results at Chancellor's Mega-Conference and other venues</td>
</tr>
</tbody>
</table>
Evaluation Design

The ICE-T project will include comprehensive formative and summative evaluations to help direct the development of the new international student projects, to determine their relevance to student-teacher needs, and to measure their effectiveness in achieving project goals.

Evaluation Instruments

Depending on the desires of the evaluator and the participating faculty, the following evaluation instruments may be used:

- **Fixed-choice and essay tests** to measure student knowledge and performance before and after each project. Where possible, the evaluator will use nationally-normed tests such as those used at San Diego State University in its Center for International Business Education and Research (CIBER).
- **Portfolios** to include students’ written work, “virtual discussions,” performance tasks, and videotaped presentations, along with corresponding grading rubrics relevant to the project.
- **Journals** to reveal how and why each student learns (meta-cognition).
- **Surveys and interviews** to document the thoughts, opinions, experience, and satisfaction level of participants regarding all project elements.
- **Direct observation** by project staff to augment and compare with other assessment results.

Other data to be collected will include transfer and retention rates compared to students who did not participate in the program. This combination of objective and subjective evaluation tools will generate quantitative data that will be used to measure the effectiveness of ICE-T relative to the resources expended.

At the conclusion of the project, the evaluator will prepare a report that will document all results and recommendations, taking into account the eventual users and their needs.

At the current stage of the ICE-T project, the following formative and summative evaluation measures appear appropriate:
Formative Evaluation

- Identify the third of three subject areas for which International Student Projects (ISPs) will be developed (the first two are International Relations and Computer Science).
  
  \textbf{Goal = 1 additional subject area.}

- Recruit faculty members to participate in the project. This is a two-step process.
  
  \textbf{Step 1: Identify faculty who express interest in joining the project.}
  
  \textbf{Goal = 20 candidate faculty members.}
  
  \textbf{Step 2: From the 20 candidates, select six, based on the courses they teach and their ability to participate in a year-long project.}
  
  \textbf{Goal = 6 faculty members selected to participate.}

- From the three subject areas, select six courses into which ISPs will be integrated.
  
  \textbf{Goal = 6 courses.}
  
  For each course, design an International Student Project.
  
  \textbf{Goal = 6 ISPs.}

- Provide half-day training for faculty not already familiar with online instructional tools (video conferencing, Whiteboard, Microsoft Chat, etc.).
  
  \textbf{Goal = All project faculty prepared to use project tools.}

- Build a Web page for managing the project. Select an international logo to identify project-oriented courses.
  
  \textbf{Goal = Web page up and running; logo selected.}

- Review ISPs and project-defined online assignments. Revise as required. Obtain approval from academic authorities.
  
  \textbf{Goal = Podunk Academic Senate and Office of Instruction approvals obtained.}

- Market the project courses to students in both countries.
  
  \textbf{Goal = 90 Podunk students recruited, 15 for each of the six project courses.}
• Gather data for project evaluation:
  
  **Student work** — Journals, portfolios, other material as determined by Project Evaluator and participating faculty; collect in classroom as part of normal course routine.
  
  **Videotapes of online classroom presentations** — Collect as recorded; hold for evaluation.
  
  **Student opinion** — Conduct a student survey. Interview at least 20% of the participating students.
  
  **Faculty opinion** — Conduct an instructor survey. Interview all participating faculty.
  
  Determine the number who worked with counterparts at University of Yucatan.
  
  **Goal = Data ready for evaluation within two weeks after courses end.**
  
**Summative Evaluation**

• Results of students participation in pilot courses:
  
  **Goal = At least ten Podunk students in each course (total: 60) complete the project; acquire global, cross-cultural skills.** Evaluation instrument to be determined.
  
  **Goal = At least eight Podunk students in each course (total: 48) worked with counterparts at University of Yucatan.** Determine from student interviews.
  
• Results of faculty participation in pilot courses:
  
  **Goal = At least six instructors, beyond the six who participated in ICE-T, will subsequently develop and use some measure of interactive cross-cultural skill-building in their courses.**
  
**Anticipated Findings**

Although the results of ICE-T are speculative at this point, the following findings appear plausible:

1. By means of innovative technology, the curriculum will incorporate a global, outward-looking emphasis appropriate to the challenges of the new century.

2. Participating faculty will experience new learning outcomes as they develop joint projects with their colleagues at a university in another country — Mexico.

3. Students will learn how to build ongoing relationships with their peers abroad.
4. Students will develop global communication and team-building skills, enabling them to work effectively amid different thinking patterns and value systems.

5. Students will develop a different, more rounded perspective on U.S. and Mexican culture, history, and politics.

**Can the Evaluation Tools Be Useful as a Continuous Improvement Mechanism?**

Since one of the goals of the project is to create student projects for six classes, it is anticipated that the instructors in these selected courses will continue to use the project-developed evaluation tools as a way to evaluate their students’ progress in subsequent semesters. Also, as faculty training is an element of this project, it is anticipated that faculty will continue to use their new technology and communication skills to continue the international components of their courses.

**Benefits of the Project to One or More of the Following: (1) College; (2) District; (3) Regions; (4) State; and (5) Student Learning.**

While the benefits of the project have the potential to affect a number of the areas listed, the immediate and primary beneficiaries will be the participating colleges and their students. ICE-T will be designed as a replicable model. To the extent that other California community colleges choose to adopt the model, their institutions and students will benefit as well.

**Colleges:** Podunk, as an institution, will benefit from enhanced curriculum in its international programs and courses. The faculty will benefit from project training activities. Other colleges adopting the program would experience similar benefits.

**Student Learning:** The primary goal of this project is to enhance the students’ learning experience by providing truly international coursework and activities. As previously stated in this proposal, international and cross-cultural experience and exposure will benefit students in a number of ways, including team-building skills, perspective-shifting skills, and a greater awareness of how the American culture is perceived by their peers in another country. In short, the goal is for students to benefit from a virtual study abroad experience.
**Will an External Evaluator Be Used, and if so, What are His or Her Qualifications?**

Dr. Jerald Rudmann, Podunk’s Director of Institutional Research, will be the project evaluator. He will coordinate the gathering of data from Podunk and the University of Yucatan, and he will assist in the preparation of survey instruments to be used. He will oversee the preparation of all project-evaluation instruments previously outlined. Dr. Rudmann is a respected researcher and has served as an advisor to the State Chancellor’s Office on a wide range of curriculum projects.

Dr. Rudmann holds a master's degree in experimental psychology and a Ph.D. in educational psychology with a specialty in educational research. He has extensive experience in evaluating the effectiveness of intervention strategies and programs. In addition, he has a background in the evaluation and qualification of many types of assessment instruments and procedures common to the educational setting (e.g., learning styles, academic placement, teaching effectiveness).

Dr. Rudmann is currently responsible for the evaluation component of a federally-funded Title III grant at Podunk, and he has previously performed the evaluation component of a variety of other grant-funded projects.

**How Will the Institution Measure Progress in Achieving the Outcomes of this Project?**

The Project Director, Dr. Shanon Christiansen, the college’s Dean over Math, Science, International Education and ESL, will oversee the project’s development and implementation, and he will monitor the progress of all activities to ensure the outcomes are met within the specified timeline. Professor Sally Kurz and other participating faculty members will report on the progress of the project to the college’s Curriculum Committee, the Academic Senate, and to the college’s Distance Learning Committee.
Workplan — Sheet 1 of 4
Workplan — Sheet 2
Workplan — Sheet 4
ICE-T Organization Chart

Dr. Shanon Christiansen
Dean of Math, Science, International Projects, and ESL, Coastline Community College

Manuel Escoffié Aguilar
Dean, School of Business
University of Yucatan

Faculty Consultants with international expertise in instructional design

Thomas J. Snyder
Coastline Grant Administrator
Project Coordinator
Darian Aistrich - 20%

Dr. Jerald Rudmann
Dir. of Institutional Research
Project Evaluator

Prof. Sally Kurz
Faculty Liaison with University of Yucatan

Prof. Kenneth Leighton
Faculty Coordinator

Prof. Olivia Jimenez Diez
Faculty Liaison with Coastline Community College

Participating Faculty from University of Yucatan and Coastline Community College

At Coastline Community College
At University of Yucatan
Project Management/Institutional Commitment

Management Plan

ICE-T is a collaborative project between Podunk Community College and the University of Yucatan. Podunk is the lead institution. Dr. Shanon Christiansen, Dean of Math, Science, International Projects, and ESL, will direct the project. He will recruit project staff and convene meetings of project faculty and other participants to initiate ICE-T operations. He will exercise overall control on all project activities throughout the one-year funding period. Working with Thomas J. Snyder (the grant administrator) and Dr. Jerald Rudmann (the project evaluator), Dr. Christiansen will write and submit all progress reports. Background information on these and other members of the ICE-T project team appears below under Staffing.

Thomas J. Snyder, Podunk’s grant administrator and project coordinator from the Planning and Development Office, will oversee all financial transactions within Podunk. All purchase orders and other financial duties will be processed through the Planning and Development Office.

Success of this intricate, international institutional project will demand frequent communication. Shanon Christiansen and his counterpart, the Dean of the School of Business at the University of Yucatan, will use the project’s video conferencing facilities as a project design and management tool. As ICE-T moves forward, weekly video conferences will monitor activities and progress. E-mail messages on the project Web page will keep the staff informed of progress. Podunk’s ICE-T staff will meet twice a month to facilitate the process of obtaining the needed resources and to review the project schedule.

A video camera will be set up in the workroom used by the Planning and Development staff to allow easy, immediate, face-to-face communication with other project personnel. Later, more comprehensive facilities will be utilized at Podunk’s Garden Grove Center, about four miles away,
where the pilot classes will actually be taught, and at the Podunk International Resource Center in the nearby city of Huntington Beach.

Early in the project, Podunk’s participating faculty and staff will meet to review assignments, concerns, and the details of technical arrangements. At that time, a one-week instructional design workshop conducted by faculty with international expertise will be planned for participating faculty. This gathering will be scheduled for Garden Grove, California, in December 2002. The meetings will be video-recorded to serve those participants who cannot attend in person.

Podunk’s instructional designers and the project evaluator will work closely with faculty at both institutions to develop the international components and, more importantly, the evaluation systems to measure student-teacher performance and satisfaction. These responsibilities may entail travel by the instructional designers to Yucatan.

**Printing and Publishing**

Project activities include printing project documentation for participating faculty, brochures for the students, and a final report. The report will be an essential tool for other institutions to replicate the results of ICE-T.

**Staffing**

Here is a brief introduction to people on the organizational chart on page 25:

**Dean Shanon L. Christiansen 5%**

Dr. Christiansen is Dean of Instruction over Math, Science, International Projects, and ESL. He is the administrator who oversees the CAPSUL Project and he coordinates activities at Podunk’s CMTAC (California Mexico Trade Assistance Center). Dr. Christiansen is also responsible for the original concept that led to the Puente Project. His significant administrative experience, along with
his commitment to increased opportunities for California/Mexico trade, make him the ideal person to oversee this project.

**Grant administrator: Thomas J. Snyder 5%**

Mr. Snyder, Podunk’s Director of Planning and Development, is the co-director of GENesis, a state funded global education project under which much of the pilot work for ICE-T has been completed. To insure that expenditures remain consistent with the negotiated budget, all purchase orders, invoices, and time cards will be signed by Mr. Snyder, who serves as the Grant negotiator and administrator for all college grants at Podunk. He will be assisted by a 20%-time staff aide to coordinate communications, prepare purchase orders, monitor budgets, and arrange workshops, meetings, and transportation. Podunk’s computer department will be asked to designate two technicians to serve on the project and participate in workshops.

**Faculty Coordinator: Professor Kenneth Leighton 30%**

Professor Leighton, Coordinator of Podunk Tutoring (an online and on-site student service) will work with project faculty to provide online methodology as they work to add international and cross-cultural components to their courses. Professor Leighton will work closely with his counterparts at the University of Yucatan to ensure that what Podunk faculty propose will be acceptable to the University of Yucatan’s faculty and students. Professor Leighton has designed online English composition courses, and he is responsible for the design of all of Podunk’s online Basic Skills courses. His expertise in the online design area will provide real-world expertise on which faculty participants can rely.

**Faculty Liaison: Professor Sally Kurz 10%**

Sally Kurz, Professor of Computers, will act as the liaison with the University of Yucatan’s faculty. To the ICE-T project Professor Kurz brings more than 24 years of hands-on classroom and curriculum development experience in addition to extensive industry credentials. She currently
serves as Department Chair of Computers at Podunk, where she teaches Internet courses including concepts, Web page design, and Web research.

Professor Kurz was a 1992 recipient of the University of Texas at Austin NISOD Award for Teaching Excellence, and is currently a member of the two-year Geographic Information Systems Access Project funded by the National Science Foundation.

Along with Shanon Christiansen, Professor Kurz helped establish the current relationship with the University of Yucatan by going to Mexico and meeting with faculty to discuss collaborative international projects. Also, she is instrumental in Podunk’s web presence, and her technical expertise will prove invaluable.

**Dr. Jerald Rudmann 5%**

Dr. Rudmann is Podunk’s Director of Institutional Research. He has extensive experience in evaluating the effectiveness of intervention strategies and programs. In addition, he has an extensive background in the evaluation and qualification of many types of assessment instruments and procedures common to the educational setting. Dr. Rudmann is currently responsible for the evaluation component of a Title III grant at Podunk. He has previously performed the evaluation component of a variety of grant-funded projects, including projects that focused on classroom-based research and teacher effectiveness.

**University of Yucatan Faculty**

*Manuel Escoffie Aguilar, Dean, School of Business* and *Professor Olivia Jimenez Diez, School of Business*

Professors Aguilar and Diez are committed to expanding international opportunities for students in the University of Yucatan’s business programs. They firmly believe that their students—the future businessmen and women of Mexico’s three southern-most states—can prosper only if they have greater international awareness through cross-cultural experience. They are
absolutely devoted to their faculty, students, and community, and their determination will ensure active participation by faculty and students at the University of Yucatan.

This Project will be Done through a Collaborative Partnership

A copy of the Podunk/University of Yucatan academic agreement is attached.

How This Project is Related to the District’s Vision and Strategic Planning Efforts

Since 1986, Podunk has been heavily involved in international projects and activities. The college firmly believes in the importance of globalizing the thinking of its students, staff, and the communities it serves. As stated in its catalog, Podunk Community College believes it should: “Provide high-quality and effective instructional programs, services, and delivery methods which meet the needs of working adults in the diverse population of Orange County and the world” (5).

Over the last 16 years, the college has documented the contribution of over $10 million in resources to support various federal and state-sponsored international grant projects.

Currently, the college has projects to establish an articulated International Studies program with California State University, Long Beach. Podunk also operates an International Resource Center in cooperation with its California Mexico Trade Assistance Center (CMTAC). The International Resource Center has created an excellent resource web site—Surfworldinfo.com—which provides resources and links for student and staff projects.

How will this Project Be Institutionalized?

Once project-faculty have been trained and internationalization and cross-cultural components have been developed, it is assumed that faculty at both Podunk and the University of Yucatan will continue to cooperate and refine this collaborative effort as part of their normal teaching duties, thereby institutionalizing ICE-T’s objectives. Also, once the courses have been piloted, evaluated, and refined, our long-range goal is to partner with other institutions internationally, specifically other universities in Mexico and Canada.
As this is an Institutionalization Project, what Plans are in Place for Future Funding?

Faculty at both Podunk and the University of Yucatan will continue to cooperate and refine this collaborative effort as part of their normal teaching duties; therefore, ongoing costs are not anticipated to be significant. Project-faculty who wish to train other faculty members will be paid a stipend for assisting in course development; these stipends will be paid either from the Podunk’s Distance Education Department or from the Office of Instruction’s professional development funds. Dean Shanon Christiansen will administer ongoing costs as they arise, but, again, they are not expected to be significant.
Dissemination

Internal Dissemination

The project’s progress and outcomes will be disseminated internally in a number of ways to a variety of constituencies.

As stated in the Procedures and Activities on page 12 and in the Application Annual Workplan on page 22 (activity 1.6 in both places), the proposed cross-cultural projects will be submitted to the Academic Senate for approval. The Academic Senate is already aware of the ICE-T project and has met the project partners from Yucatan. The Project Director has explained to the Senate that he will provide project updates throughout the life of the project, an offer that the Senators warmly accepted. There is much enthusiasm for this project.

The faculty will be made aware of the project’s progress and outcomes through regular submissions to the Academic Senate’s faculty newsletter News & Views. Grant activities are regularly highlighted in News & Views, which is distributed in newsletter format to all full and part-time faculty in their mailboxes or electronically, as they prefer.

As this project involves faculty participation, the Office of Instruction will be provided with project updates and outcomes. Please know that the Vice President of Instruction, who attends Academic Senate meetings, voiced her enthusiasm for model projects of this kind that will provide other faculty with resources and procedures to develop similar cross-cultural learning projects, especially in this time of reduced funding for Staff Development activities, something for which she is responsible.

Finally, the Classified Council will receive regular updates from the Project Director regarding ICE-T’s progress and outcomes. As this is an instructional improvement project, one might assume that classified staff would not necessarily be included in project dissemination, but ICE-T’s Project Director is sensitive to the fact that classified staff are always impacted by all
instructional activities and deserve to be informed. Minutes from Classified Council meetings are distributed college-wide via e-mail, so that is how all classified personnel at Podunk in all offices and satellite facilities will be made aware of this project.

**External Dissemination**

1. In July 2003, Podunk will host an International Dissemination Conference in Southern California. The Project Director and the Faculty Coordinator Ken Leighton will:
   1) Demonstrate the completed courses and training materials; 2) Present recommendations of project evaluator Dr. Jerald Rudmann for the most successful implementation strategies; 3) Promote an expanded collaboration of U.S. and international universities to build a permanent foundation for “globalizing” college courses through the Internet.

2. In 2004, project outcomes and strategies will be presented at the CCCCO’s Mega-Conference.

3. In 2004, project outcomes will be presented at the CVC’s TeleLearning Conference in Southern California. (Podunk Community College hosts this conference; Podunk is the regional center of CVC3)

4. In 2004, project outcomes will be presented at TechEd.

5. In 2004, project outcomes and design strategies will be presented at the annual ADEC Conference. (ADEC is the Alliance for Distance Education in California)

6. All project literature, strategies and outcomes will be posted on the project website; this site will be linked to Podunk’s home page and the CVC3 page. Also, project-enhanced courses will be posted among the CVC’s Model Online Courses, offering all faculty an opportunity to study and perhaps replicate the internationalization and cross-cultural components of ICE-T courses.

7. Project strategies and outcomes will be posted on Podunk’s Online Library as well. This posting will facilitate usage of the project’s outcomes for research by any interested party.
Budget Narrative

The budget provided on pages 35 through 37 is adequate to support all ICE-T project activities. All costs delineated within the budget are reasonable. The adequacy and reasonableness of the budget was determined based upon Podunk’s more than 20 years of developing and implementing Federal and state grant budgets.

The Chancellor of the Coast Community College District and District’s Chief Business Officer have reviewed this budget for its appropriateness, reasonableness, and adequacy. Officers of the Coast Community College District have signed the Grant Agreement face sheet and Application Budget Summary. These signatures attest to the reasonableness of the salaries and ensure that they are in line with similar positions in the District.

The amount requested to operate this project will serve 90 students during the project year, and will involve six faculty members at Podunk — and a comparable number at the University of Yucatan — all in a trans-border, cross-cultural endeavor to improve instruction. This project will have lasting value for Podunk, its faculty and students, and the faculty and students at the University of Yucatan. Further, the funds requested for this project will result in a model for other California community colleges that wish to embark on international online projects.
Application Budget Summary
Application Budget Detail (Sheet 2 of 2)
Overall Feasibility of the Project

**Time:** ICE-T’s activities will be carried out within the specified timeline. The objectives are measurable, reasonable, and their implementation is within the scope of Podunk’s expertise.

**Resources (Human):** The key to this collaborative activity is the strong relationship that Podunk and the University of Yucatan share. Administrative and faculty relationships have already been formed, as has the shared goal of providing inexpensive cross-cultural experiences for students. ICE-T faculty and administrative participants have the knowledge and experience to achieve this project’s goals—collectively, they possess expertise in international education, instructional design, online course delivery, and instructional technology.

**Resources (Technological):** The technology required to implement this project is considerable, but Podunk has the technological capacity due to its distance learning expertise. In fact, the equipment necessary for online collaborative activities is already available, and the technical expertise to operate it is in place as well.

**Institutional Commitment:** The ICE-T project is evidence of and consistent with other internationally-oriented initiatives that Podunk plans with four-year colleges and with the University of Yucatan. What Podunk learns in Yucatan will help to replicate the project at universities in other countries.

ICE-T also meets Podunk’s institutional obligation to the communities it serves. We owe our students an opportunity to acquire global awareness and cross-cultural skills, ordinarily attained through study abroad, without the cost of leaving the United States and, in many cases, leaving jobs and families as well.

Podunk students are entering a century in which educated citizens everywhere must prepare themselves to communicate with others in their own cultures and in different cultures. Economic considerations are a driving force behind this need. The higher education community in the U.S.
must do a better job of globalizing the thinking of its faculty and undergraduates, if only to explain
the impact of our growing trade deficit. In a global economy, more Americans — and more people
globally — in business, government, and education, will interact with their opposite numbers
abroad. Common sense and good will are necessary but not sufficient in themselves. Higher
education must have the tools, as well as the inclination, to play its part.