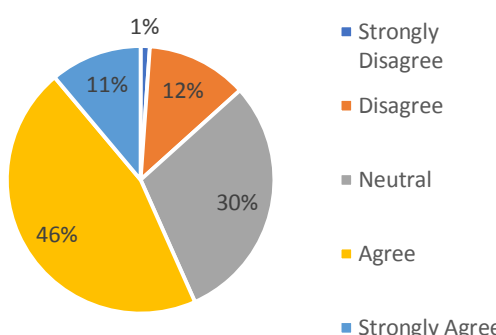
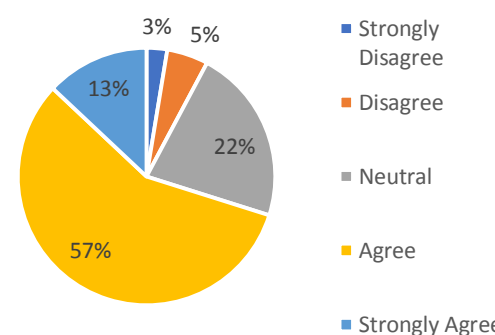
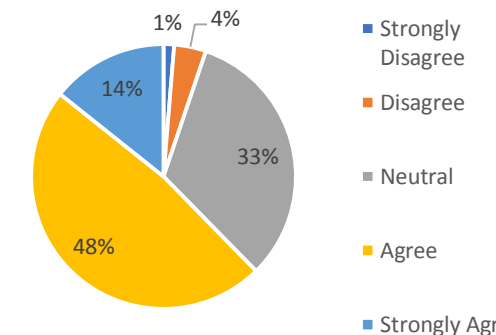
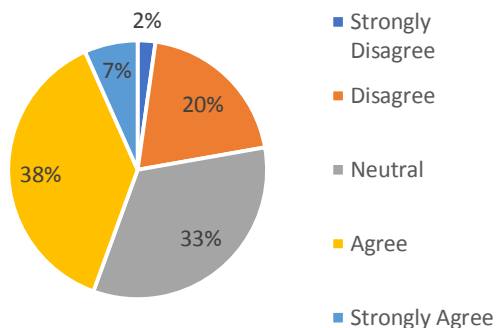


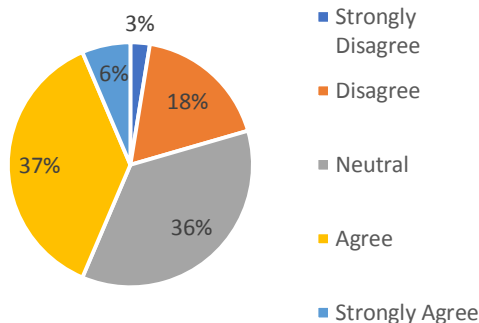
Fila Intercultural Perspectives and Global Awareness Development 2018 Cohort

| 22 Statements with Likert Scale Response | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|----------|-----|---------|-----|-------|-----|----------------|-----|--|-------------------|----|----------|----|---------|-----|-------|-----|----------------|-----|---|-------------------|----|----------|----|---------|-----|-------|-----|----------------|-----|
| April 2018 (Beginning of CCU) 89 Respondents | July 2018 (End of CCU) 80 Respondents | December 2019 (After Study Abroad) 77 Respondents | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">I can explain my personal values to people who are different from me.</p>  <table border="1" style="margin-left: auto; margin-right: auto; font-size: small;"> <tr><td>Strongly Disagree</td><td>1%</td></tr> <tr><td>Disagree</td><td>11%</td></tr> <tr><td>Neutral</td><td>30%</td></tr> <tr><td>Agree</td><td>46%</td></tr> <tr><td>Strongly Agree</td><td>11%</td></tr> </table> | Strongly Disagree | 1% | Disagree | 11% | Neutral | 30% | Agree | 46% | Strongly Agree | 11% | <p style="text-align: center;">I can explain my personal values to people who are different from me.</p>  <table border="1" style="margin-left: auto; margin-right: auto; font-size: small;"> <tr><td>Strongly Disagree</td><td>3%</td></tr> <tr><td>Disagree</td><td>5%</td></tr> <tr><td>Neutral</td><td>22%</td></tr> <tr><td>Agree</td><td>57%</td></tr> <tr><td>Strongly Agree</td><td>13%</td></tr> </table> | Strongly Disagree | 3% | Disagree | 5% | Neutral | 22% | Agree | 57% | Strongly Agree | 13% | <p style="text-align: center;">I can explain my personal values to people who are different from me.</p>  <table border="1" style="margin-left: auto; margin-right: auto; font-size: small;"> <tr><td>Strongly Disagree</td><td>1%</td></tr> <tr><td>Disagree</td><td>4%</td></tr> <tr><td>Neutral</td><td>33%</td></tr> <tr><td>Agree</td><td>48%</td></tr> <tr><td>Strongly Agree</td><td>14%</td></tr> </table> | Strongly Disagree | 1% | Disagree | 4% | Neutral | 33% | Agree | 48% | Strongly Agree | 14% |
| Strongly Disagree | 1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disagree | 11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Neutral | 30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree | 46% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree | 11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Disagree | 3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disagree | 5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Neutral | 22% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree | 57% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree | 13% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Disagree | 1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disagree | 4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Neutral | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree | 48% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree | 14% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>For those that agreed or strongly agreed with this statement, there was a 13% increase from April 2018 (57%) to July 2018 (70%). This shows students' learning from CCU course where they had to discover, identify and explain their personal values based on their reactions to case studies. However, from December 2019, there was an 8% decrease from July 2018 (70%) to December 2019 (62%). Additionally, for those that were neutral to this statement, there was an 11% increase from July 2018 (22%) to December 2019 (33%). This may be attributed to the difference between being able to do this in CCU course, and the reality of actually doing this while studying abroad with students from other social and cultural backgrounds.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

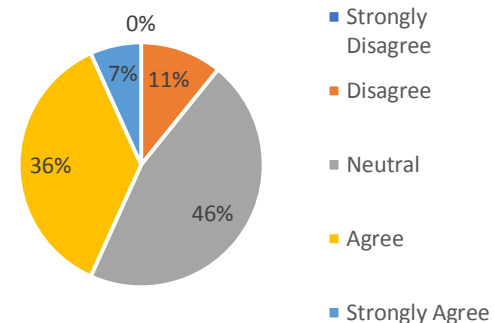
I am willing to defend my opinions when they differ from others.



I am willing to defend my opinions when they differ from others.

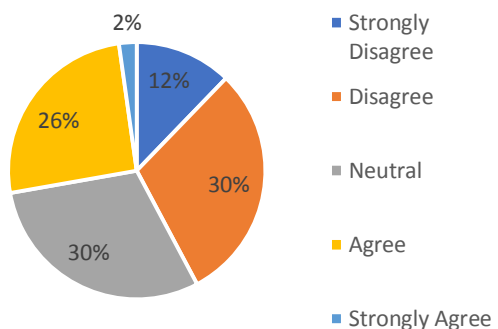


I am willing to defend my opinions when they differ from others.

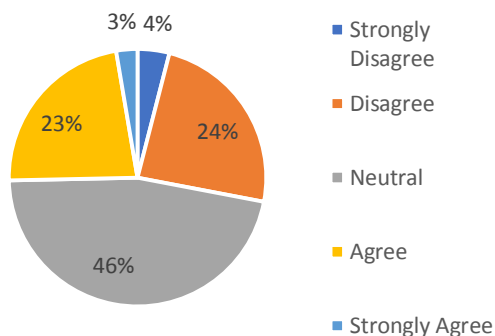


Responses for strongly agree/agree showed little change from April 2018 to December 2019, which is surprising since the CCU course focuses on expressing opinions so that others' could understand the speaker's perspective. Interestingly there was a decrease in students who disagreed with this statement, and an increased in neutral responses. This indicates perhaps an understanding that this skill is important, but students may lack confidence to defend their opinions to others.

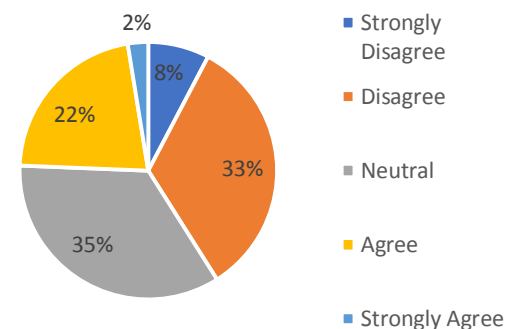
I rely primarily on authorities to determine what is true in the world.



I rely primarily on authorities to determine what is true in the world.

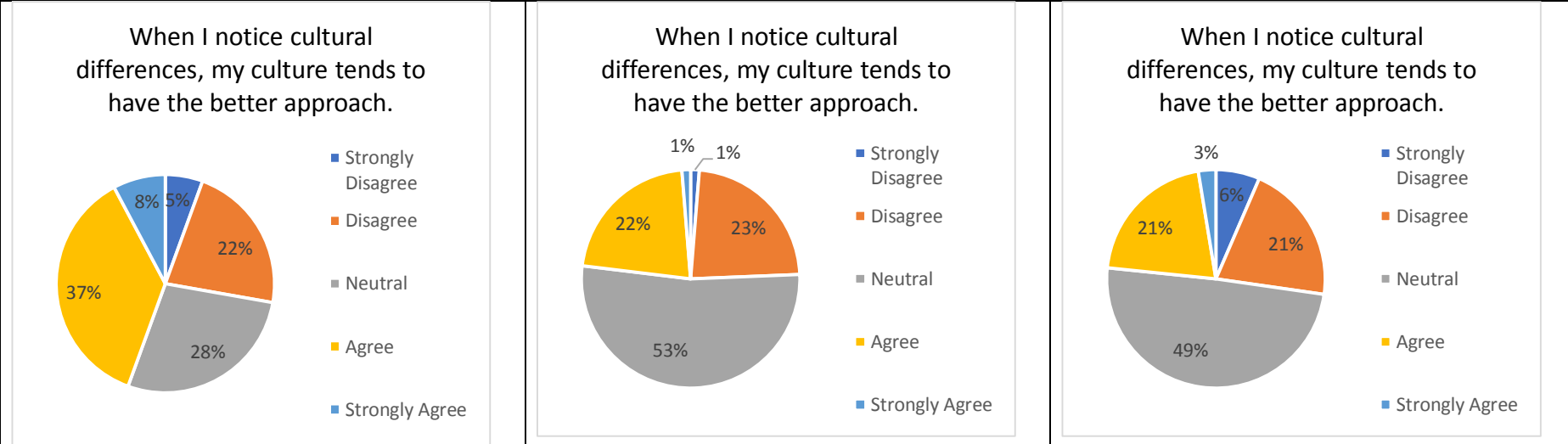


I rely primarily on authorities to determine what is true in the world.



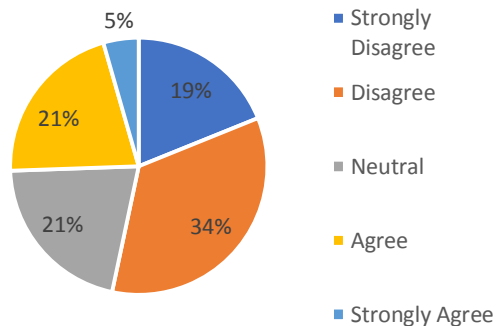
There is very little change in responses from April 2018 to July 2018. This is to be expected as students are still becoming used to the university environment and expectations of professors and staff. In addition, students are acquiring knowledge in a variety

of fields, and perhaps do not have enough knowledge to determine the validity of sources. However, interestingly in December 2019, those that disagree with this statement (33%) and those that are neutral (35%) are almost equal and make up the majority of the responses with 68%. This may be attributed to the learning in the Academic Writing course on how to determine the validity of sources.

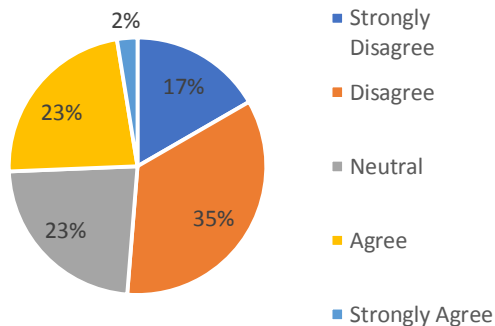


It is interesting to note that the number of Agree and Strongly Agree responses decreased by 22% from April 2018 (45%) to July 2018 (23%) with a corresponding increase of 25% in the number of Neutral responses from April 2018 (28%) to July 2018 (53%). This can largely be attributed to student learning in the CCU course in which multiple perspectives to cultural misunderstandings are stressed. There is very little change in responses from July 2018 to December 2019, especially with the Neutral responses accounting for half the responses. This may be attributed to students confirming while studying abroad that there are multiple perspectives to any situation that are not right or wrong, but just different.

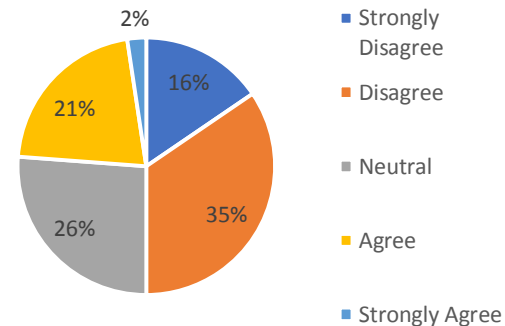
In different situations knowing what is right and wrong is easy to decide.



In different situations knowing what is right and wrong is easy to decide.

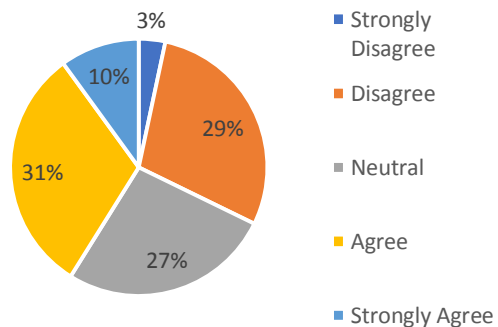


In different situations knowing what is right and wrong is easy to decide.

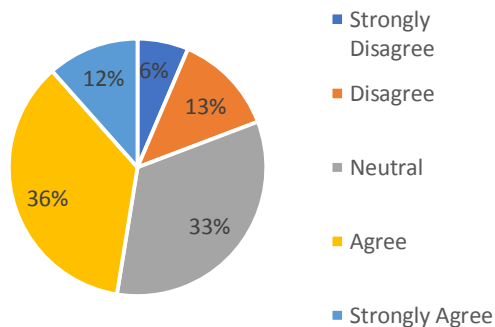


There is very little change in responses from April 2018 to July 2018. This is to be expected as students are still becoming used to the university environment and expectations of professors and staff. In addition, in the CCU course, it was stressed that there can be multiple perspectives for one situation and so deciding right from wrong in a cross-cultural setting can be challenging. Interestingly, there was very little change in December 2019 after students' study abroad experience. However, fewer than 25% of students strongly agree/agree with this statement, indicating that they are challenging their culturally held perspectives.

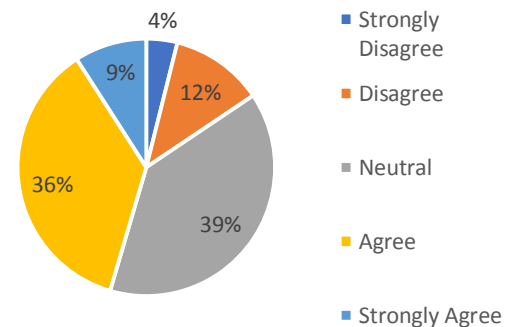
I see myself as a global citizen.



I see myself as a global citizen.

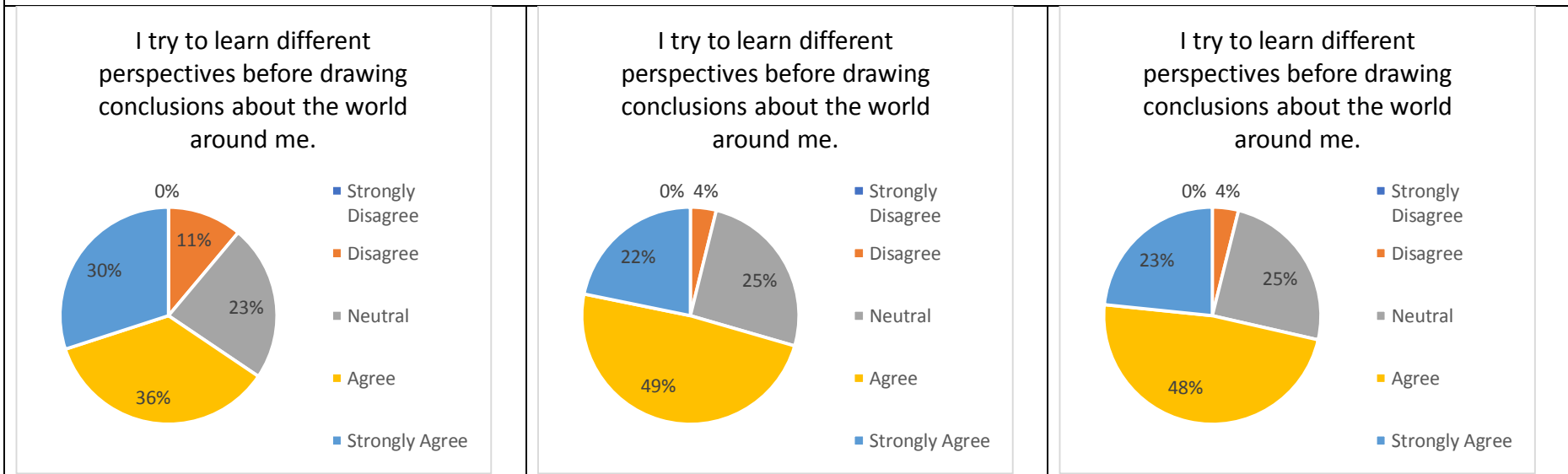


I see myself as a global citizen.



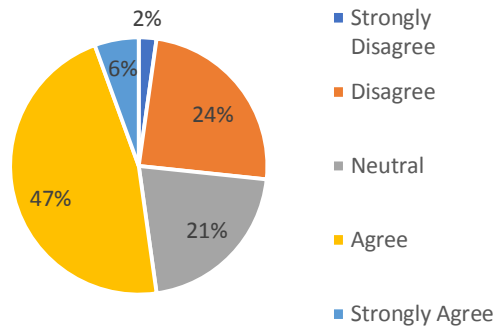
There was a 13% decrease in the number of Disagree and Strongly Disagree responses from April 2018 (32%) to July 2018 (19%). This may be attributed to a shift from a narrow definition of 'global citizen' to a broader definition, or to learning more about the reality of what it means to be a global citizen or to Soka University's emphasis on the value of global citizenship.

There has been very little change in responses from July 2018 to December 2019. This may be attributed to students' reinforcing their personal definition of 'global citizen' after studying abroad.

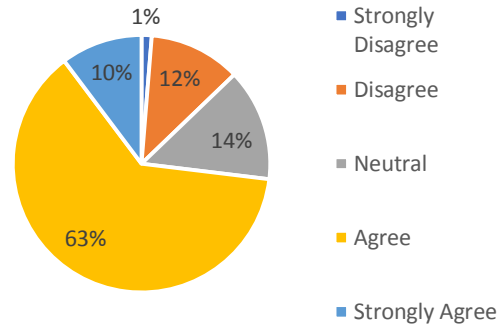


There was a 6% increase in the number of Agree and Strongly Agree responses from April 2018 (66%) to July 2018 (71%). This can be directly attributed to student learning in the CCU course that there can be multiple perspectives to any situation that are not right or wrong, but just different. Students are discovering that exploring different perspectives on an issue helps to provide a more informed view, which aids in finding solutions to problems. Interestingly, there has been no change in the number of Agree and Strongly Agree responses from July 2018 (71%) to December 2019 (71%). This may be attributed to students reinforcing the idea of exploring different perspectives on an issue to develop a more informed view of that issue.

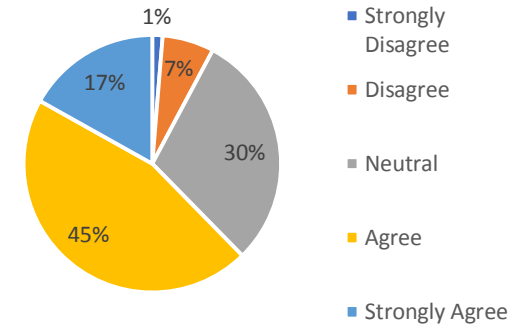
I can explain my own culture to people of another culture.



I can explain my own culture to people of another culture.

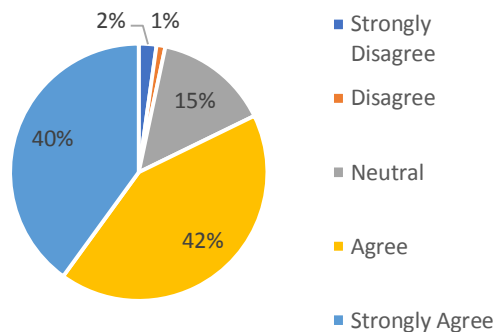


I can explain my own culture to people of another culture.

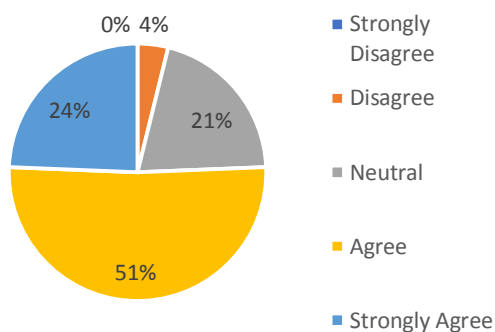


There has been a 20% increase in the number of Agree and Strongly Agree responses from April 2018 (53%) to July 2018 (73%). This can be attributed to student learning in CCU course where they discovered their cultural norms and expectations through analyzing cultural case studies. Through this process, students learned new aspects of their culture, which they could describe and explain to their classmates. It is expected that students will develop this ability further while studying abroad. However, from December 2019, there was an 11% decrease in the number of Agree and Strongly Agree from July 2018 (73%) to December 2019 (62%). Additionally, for those that were neutral to this statement, there was a 16% increase from July 2018 (14%) to December 2019 (30%). This may be attributed to the difference between being able to do this in CCU course and the reality of actually doing this while studying abroad.

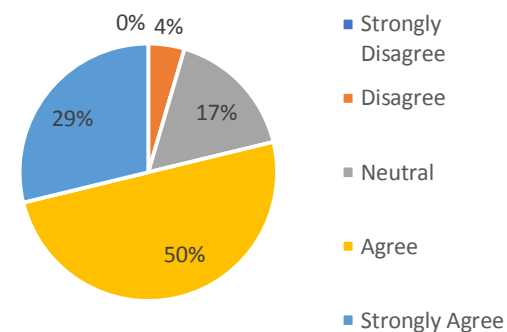
I am accepting of people with different religious and spiritual traditions.



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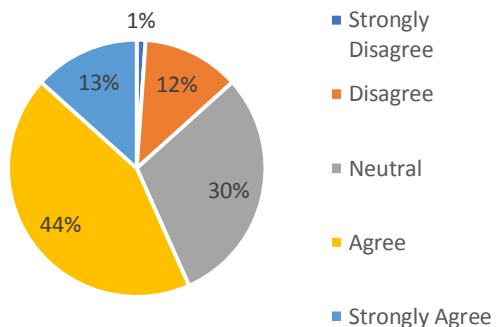


I am accepting of people with different religious and spiritual traditions.

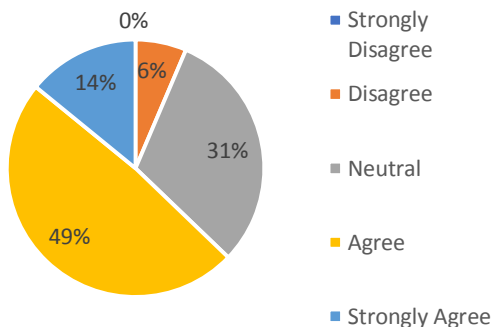


While overall there was a decrease of 7% in the number of Agree and Strongly Agree responses from April 2018 (82%) to July 2018 (75%), what is most noticeable is the shift to less definite responses. Strongly Agree responses decreased 16% from April 2018 (40%) to July 2018 (24%). Agree responses increased 9% from April 2018 (42%) to July 2018 (51%). Neutral responses increased 6% from April 2018 (15%) to July 2018 (21%). This may be attributed to the difference between the idealised concept and the reality of actually meeting and interacting with people of different religious and spiritual traditions. Interestingly, there has been a 4% increase in the number of Agree and Strongly Agree from July 2018 (75%) to December 2019 (79%), with 50% being the less definite response of Agree. This may reflect students having more experiences while studying abroad with meeting and interacting with people of different religious and spiritual traditions.

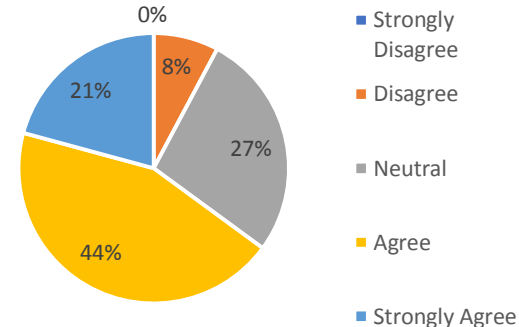
I consider different cultural perspectives when evaluating global problems.



I consider different cultural perspectives when evaluating global problems.

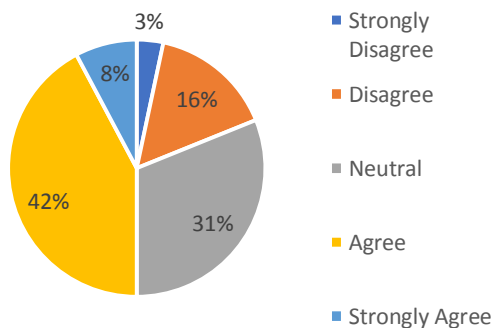


I consider different cultural perspectives when evaluating global problems.

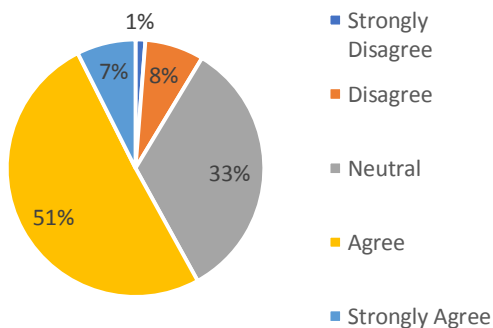


There was an increase of 6% in the number of Agree and Strongly Agree responses from April 2018 (57%) to July 2018 (63%). This could reflect students emerging awareness of how different perspectives affect the overall understanding of an issue or problem and that acquiring different cultural perspectives can deepen one's understanding. Interestingly, there has been very little change in the number of Strongly Agree and Agree responses from July 2018 (63%) to December 2019 (65%). However, there has been a 7% increase in the number of Strongly Agree responses July 2018 (14%) to December 2019 (21%). This may be attributed to the study abroad experience in which students have ample opportunities to hear different cultural perspectives of an issue or problem.

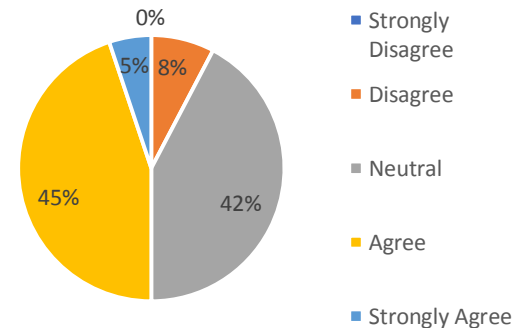
I can discuss cultural differences from an informed perspective.



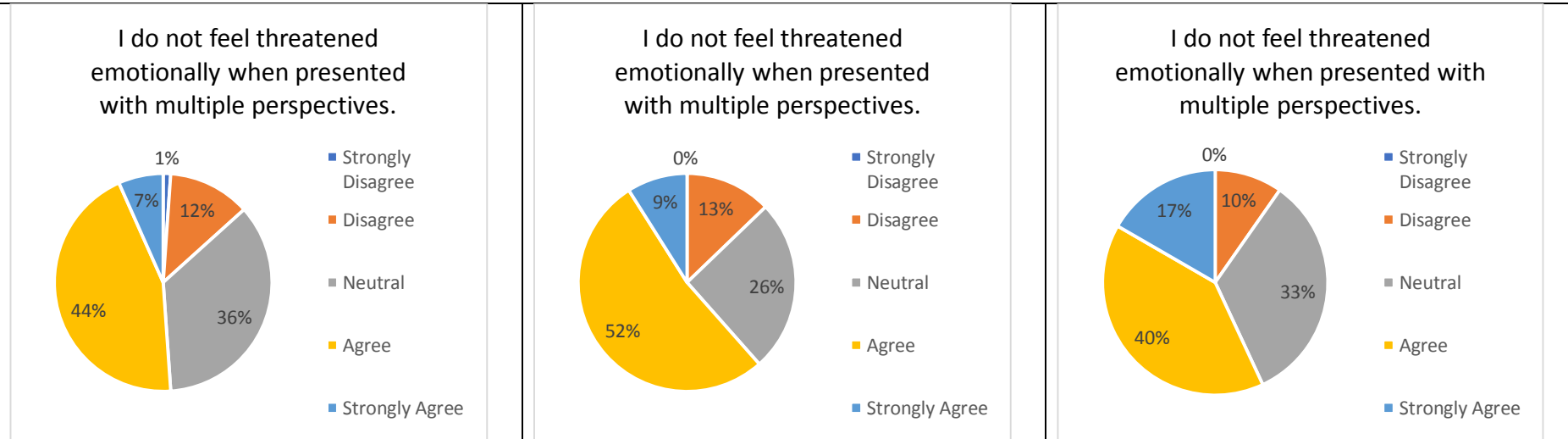
I can discuss cultural differences from an informed perspective.



I can discuss cultural differences from an informed perspective.

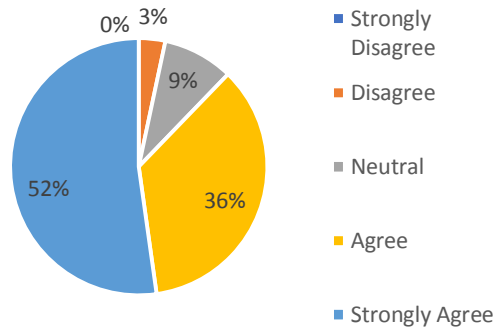


There was a 10% decrease in the number of Disagree and Strongly Disagree responses from April 2018 (19%) to July 2018 (9%). This could be attributed to students overall learning about classmates' cultures and the cultural differences theories studied in the CCU course. Interestingly, there has been an 8% decrease in the number of Agree and Strongly Agree from July 2018 (58%) to December 2019 (50%). In fact, the number of Strongly Agree and Agree responses (50%) is exactly equal to the number of Disagree and Strongly Disagree responses (50%). This may be attributed to the reality of discussing cultural differences while studying abroad and discovering that one may or may not be as informed about cultural differences as one believed.

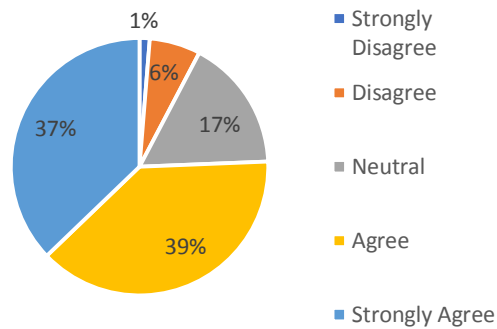


There was a 10% increase in the number of Agree and Strongly Agree responses from April 2018 (51%) to July 2018 (61%). This could be a direct result of exploring and sharing different perspectives to the cultural case studies in the CCU course where students learned that exchanging viewpoints provides a more informed perspective on the situation or issue. In addition, as sharing of viewpoints was encouraged in the course, students discovered that when questioned about their perspective by others, they were not being confronted or challenged but rather were being asked to clarify their viewpoint so the others could better understand it. Interestingly, there has been very little change in the number of Agree and Strongly Agree from July 2018 (61%) to December 2019 (57%). However, there has been an 8% increase in the number of Strongly Agree responses July 2018 (9%) to December 2019 (17%). This may be attributed to how the study abroad experience deepened students' learned that it is okay to have different viewpoints.

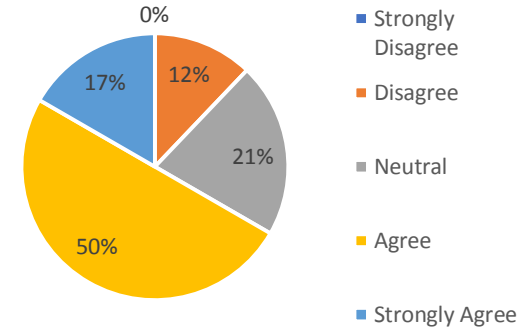
I enjoy being with people from other cultures.



I enjoy being with people from other cultures.

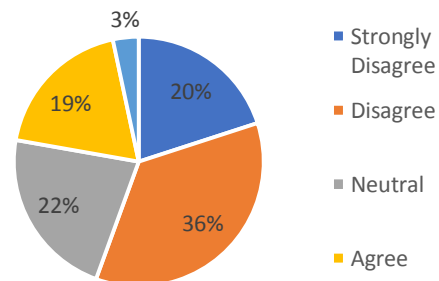


I enjoy being with people from other cultures.

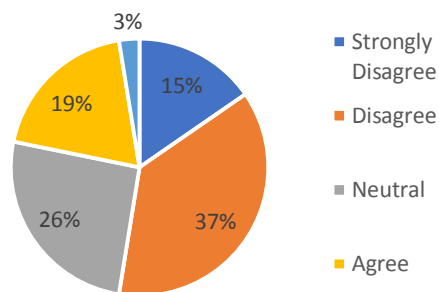


While overall there was a decrease of 12% in the number of Agree and Strongly Agree responses from April 2018 (88%) to July 2018 (76%), what is most noticeable is the shift to less definite responses. Strongly Agree responses decreased 15% from April 2018 (52%) to July 2018 (37%). Agree responses increased 3% from April 2018 (36%) to July 2018 (39%). Neutral responses increased 8% from April 2018 (9%) to July 2018 (17%). This may be attributed to the difference between the idealised concept and the reality of actually meeting and interacting with people from other cultures. Interestingly, there has been a 9% decrease in the number of Agree and Strongly Agree responses from July 2018 (76%) to December 2019 (67%), with 50% now being the less definite response of Agree. This may be attributed to the reality of actually meeting and interacting with people from other cultures during studying abroad.

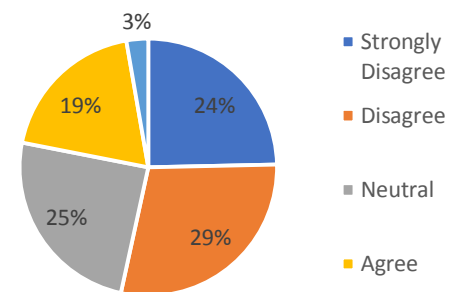
I read or watch or listen to international news every day.



I read or watch or listen to international news every day.



I read or watch or listen to international news every day.



There is very little change in responses from April 2018 to July 2018. This is to be expected as students are still becoming used to the university environment and expectations of professors and staff. In addition, students may not see the direct connection of international news with their studies.

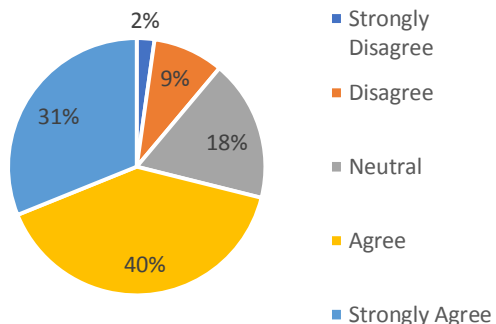
Interestingly, while there has been no change in the Strongly Agree, Agree and Neutral responses, there has been a 9% increase in the number of Strongly Disagree responses from July 2018 (15%) to December 2019 (24%). This is surprising since the English language courses have some form of News Report assignments. However, this may be related to the fact that students are still struggling to adjust to the reality of an English-medium interdisciplinary program.



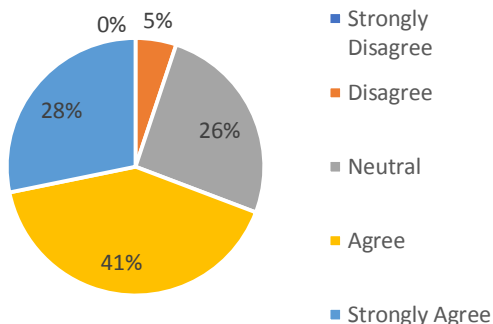
There was a decrease of 11% in number of Disagree and Strongly Disagree responses from April 2018 (43%) to July 2018 (32%). This could be a result a shift from a narrow definition of 'global leader' to a broader definition, or to FILA's aim of creating global leaders.

Interestingly, while there has been a 9% increase in the number of Agree responses from July 2018 (24%) to December 2019 (33%), the number of Strongly Disagree responses is now 0% and the number of Strongly Agree and Agree responses is now 31%. Meaning that the number of students who Strongly Agree and Agree with the statement is almost equal to the number of students who disagree. This may be attributed to individual definitions of what it means to be a 'global leader'.

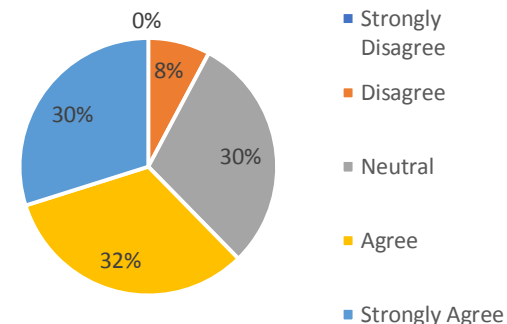
There is usually more than one good way to get things done.



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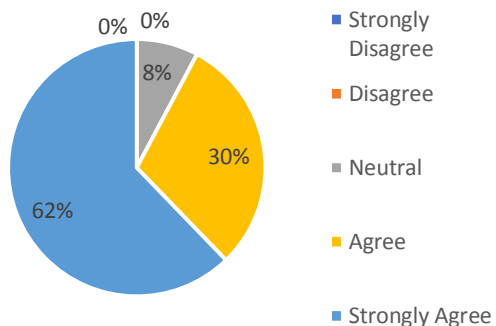


There is usually more than one good way to get things done.

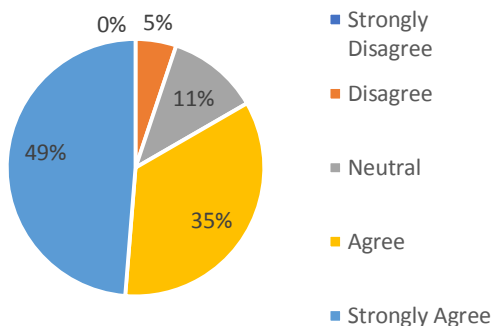


There is very little change in responses from April 2018 to July 2018. While previous statements have shown that students are aware of the importance of multiple perspectives for drawing conclusions, lack of change in responses to this question seems to indicate a delay between becoming aware of the value and importance of a concept, and actively applying the concept in real life. Interestingly, there has been a 16% decrease in the number of Strongly Agree and Agree responses from July 2018 (78%) to December 2019 (62%). This may either be attributed to students becoming overwhelmed with too many perspectives to draw conclusions, or some students are resistant to having more than one 'best' answer.

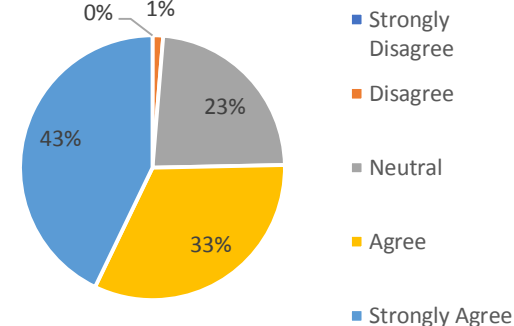
I enjoy learning about people from other cultures.



I enjoy learning about people from other cultures.



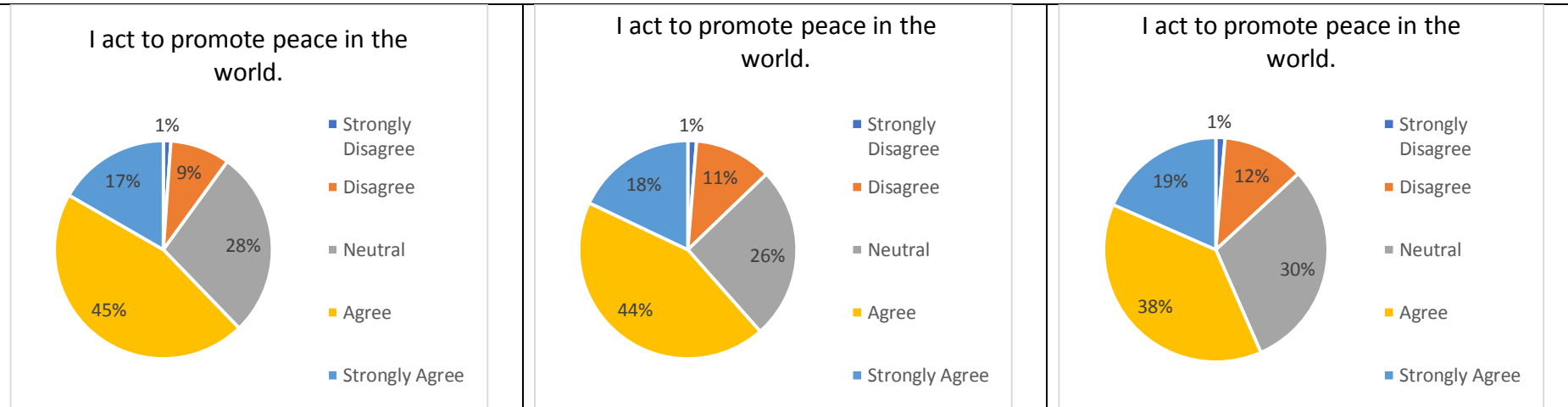
I enjoy learning about people from other cultures.



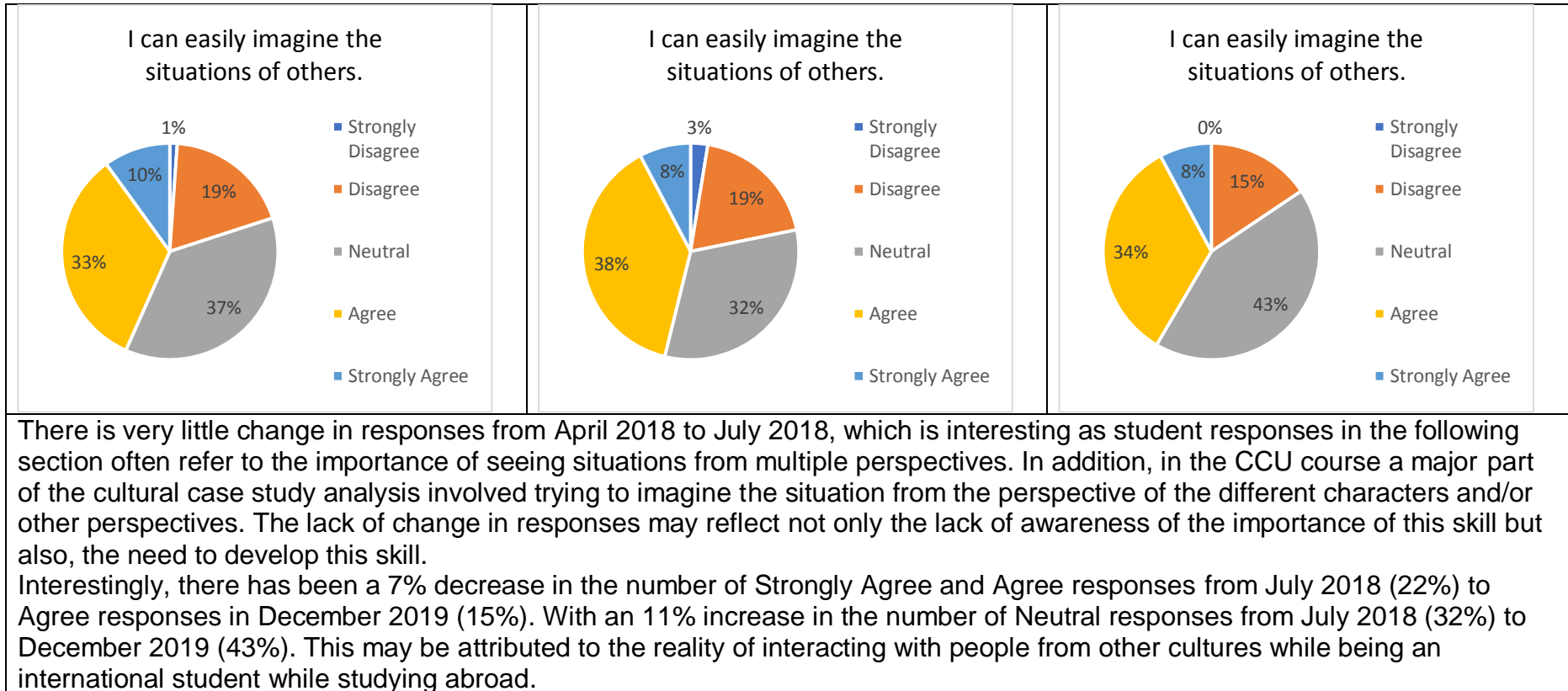
There was a 5% increase in Disagree responses from April 2018 (0%) to July 2018 (5%). This could be a result of challenging content learned in the CCU course and/or cultural misunderstandings between classmates. In addition, there was an 8%

decrease in Agree and Strongly Agree responses from April 2018 (92%) to July 2018 (84%). This may reflect the difference between the idealised concept and the reality of actually interacting with people from other cultures and discovering differences between a national culture and personal culture.

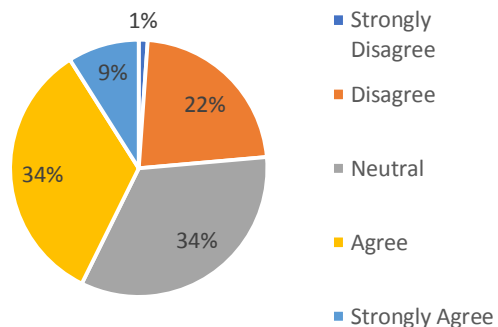
Interestingly, there has been an 8% decrease in the number of Strongly Agree and Agree responses from July 2018 (84%) to December 2019 (76%), with a corresponding 8% increase in the number of Neutral and Disagree responses from July 2018 (16%) to December 2019 (24%). This may be attributed to the reality of actually interacting with people from other cultures while being an international student during study abroad. Nevertheless, the vast majority of students still strongly agree/agree with this statement.



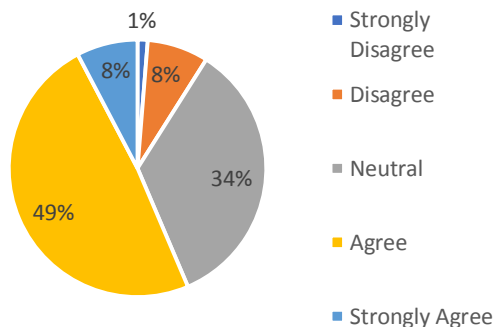
There is very little change in responses from April 2018 to July 2018. As this a commonly expressed value at Soka University, the total Agree and Strongly Agree response of 62% in both April 2018 and July 2018 seems to reflect this value. However, the lack of change in response seems to indicate a delay between becoming aware of the value of a concept, and actively applying the concept in real life. Interestingly, there has been a 5% decrease in the number of Strongly Agree and Agree responses from July 2018 (62%) to December 2019 (57%). This may be attributed to students not yet being aware of the connection between the concept and their personal actions.



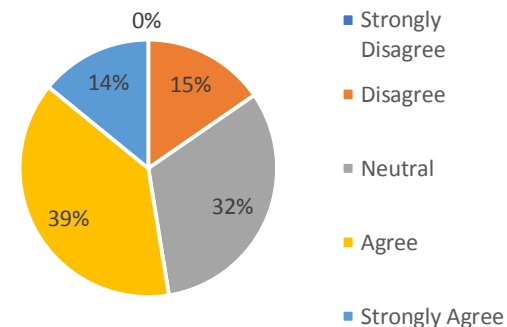
I engage in conflict prevention behaviour in my daily life.



I engage in conflict prevention behaviour in my daily life.

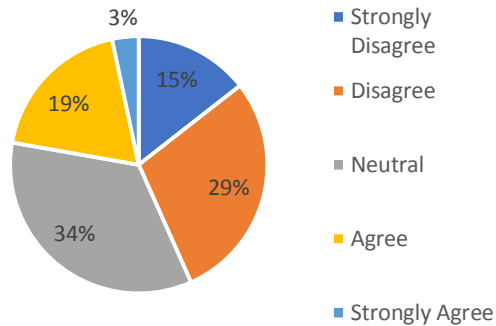


I engage in conflict prevention behaviour in my daily life.

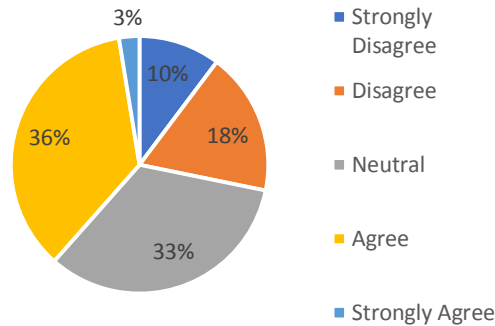


There was a 14% increase in the number of Agree and Strongly Agree responses from April 2018 (43%) to July 2018 (57%). This may reflect student learning from the CCU course in which a part of the cultural case study analysis required students to determine specific actions they could take to resolve a cultural misunderstanding either in the moment or after the fact. Additionally, students were encouraged to apply the same skills in their daily life to resolve misunderstandings. Thus students may equate resolving misunderstandings with conflict prevention. Interestingly, while there has been a 4% decrease in the number of Strongly Agree and Agree responses from July 2018 (57%) to December 2019 (53%), the number of Strongly Agree responses at 14% is almost equal to the number of Disagree responses at 15% for December 2019. Which may be attributed to different roles with the university. In other words, those in leadership positions would likely agree with this statement, while others may not perceive opportunities to engage in conflict prevention in daily life.

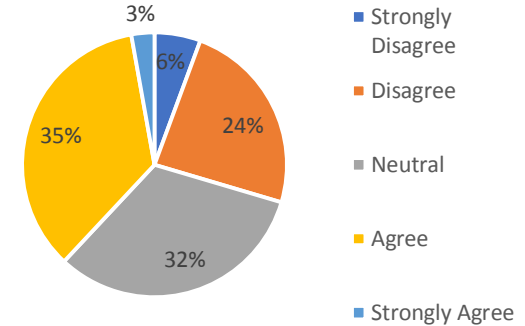
My global awareness of political, economic, and cultural issues is well developed.



My global awareness of political, economic, and cultural issues is well developed.

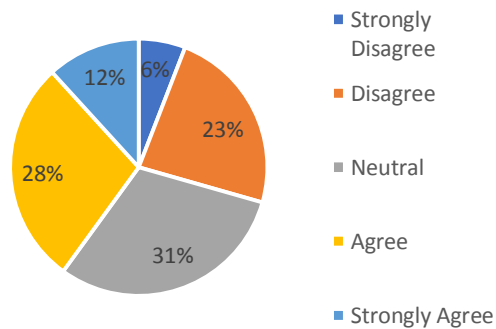


My global awareness of political, economic, and cultural issues is well developed.

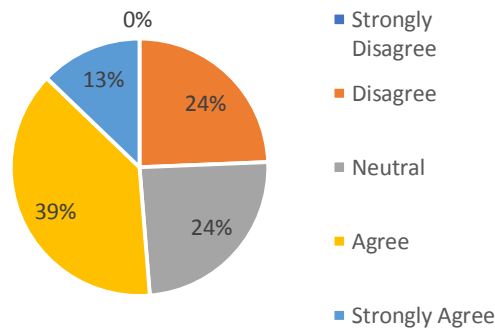


There was a 17% increase in the number of Agree and Strongly Disagree responses from April 2018 (22%) to July 2018 (39%). This can be attributed to students awareness of these concepts and acquiring knowledge about some political, economic, and cultural issues through their content course studies in the first semester. As students may have had little prior knowledge of these areas, acquiring a basic foundation of knowledge for the different fields of study in FILA may be perceived by students as “a well-developed global awareness”. Interestingly, there has been very little change from July 2018 to December 2019. This may be attributed to the fact that students are continuing to take Principles course and acquiring basic foundational knowledge in different fields of study before selecting the field of study for their seminar courses.

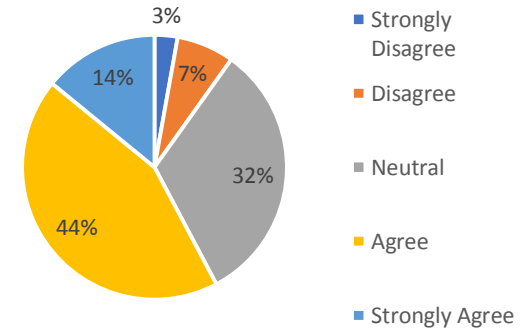
I understand different leadership styles.



I understand different leadership styles.



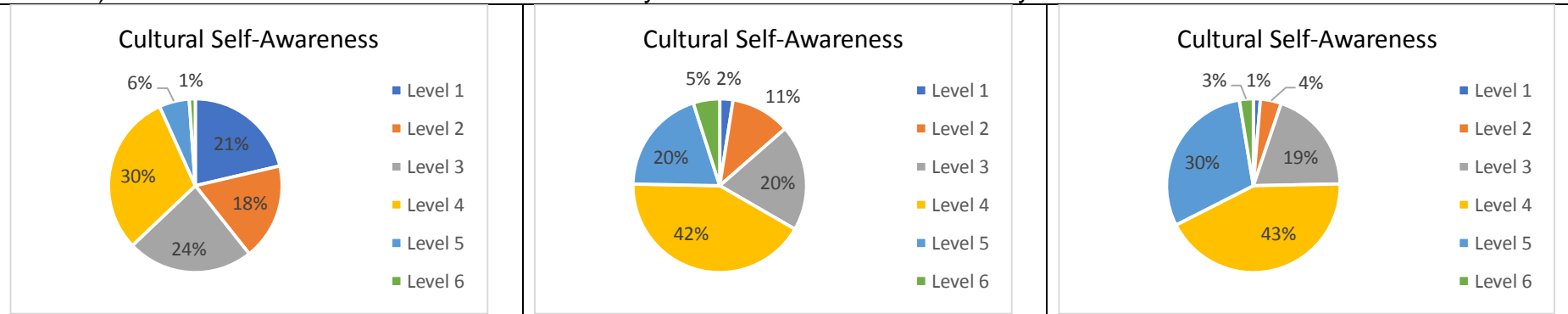
I understand different leadership styles.



There was a 12% increase in the number of Agree and Strongly Agree responses from April 2018 (40%) to July 2018 (52%). This may be attributed to a shift from a narrow definition of 'leader' to a broader definition. There was an additional 6% increase in the number of Strongly Agree and Agree responses in December 2019 (58%) as well as a 8% increase in the number of Neutral responses (32%). These increases may be attributed to becoming aware of different leadership styles but not fully understanding those differences.

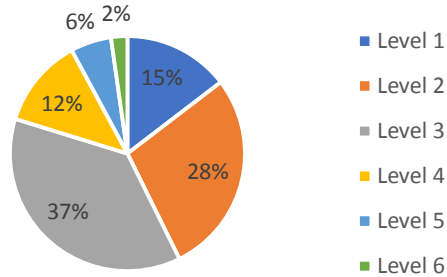
Cross-Cultural Perspectives Rubric Five Sub-Categories

Note: the rubric was adapted from the AAC&U rubric. Levels 1-3 were added to AAC&U's rubric as its level 1 (level 4 in the FILA version) was determined to be too advanced for many students with limited familiarity with different cultures.

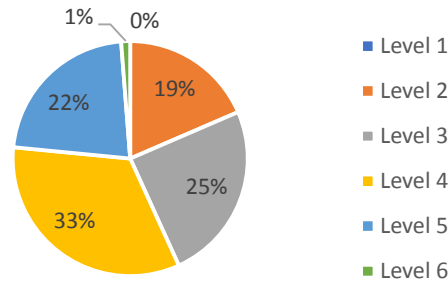


In April 2018, 63% of students rated themselves at level 3 or lower. In July 2018, the percent of students who rated themselves at level 3 or lower decreased to 33%. This reflects students developing awareness of themselves as cultural beings. In December 2019, the percent of students who rated themselves at level 3 or lower decreased 9% to 24% from July 2018 (33%). While there little change in the percentage of students who rated themselves at level 4 (42% in July 2018 and 43% in December 2019), the percent of students who rated themselves at level 5 increased 10% to 30% from July 2018 (20%). This means that after studying abroad some students have an emerging ability to describe insights into their own cultural rules and biases to others unfamiliar with culture (e.g. seeking complexity; aware of how his/her experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description). A fairly high level of cultural self-awareness!

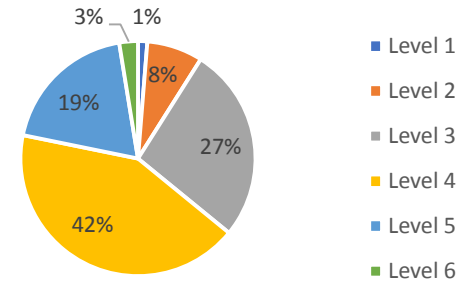
Knowledge of Different Cultural Frameworks



Knowledge of Different Cultural Frameworks



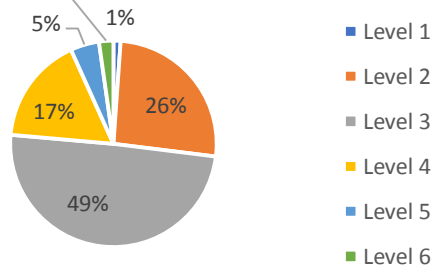
Knowledge of Different Cultural Frameworks



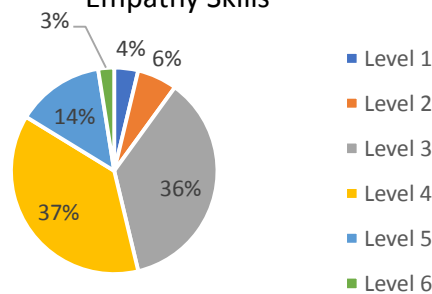
In April 2018, 80% of students rated themselves at level 3 or lower. In July 2018, the percent of students who rated themselves at level 3 or lower decreased to 44%. This reflects students emerging understanding of other cultures at a surface level in relation to two or more aspects related to their history, values, politics, communication styles, economy, and/or beliefs and practices. This seems appropriate as students are only in their 1st year of the program.

In December 2019, the percent of students who rated themselves at level 3 or lower decreased 8% to 36% from July 2018 (44%). However, 42% of students rated themselves at level 4. This means that after studying abroad students demonstrate partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. In other words, students are no longer trying to build a foundation of knowledge but are now learning to build on that knowledge and understand more deeply. This seems appropriate as students are in their 2nd year of the program and taking Principles courses in economics/business; politics/international relations; and history/culture/society.

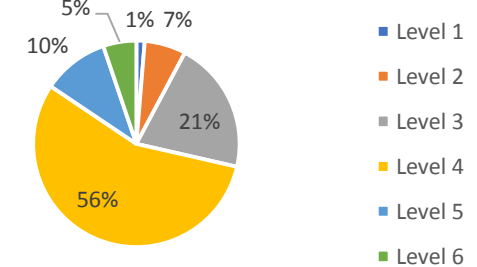
Empathy Skills



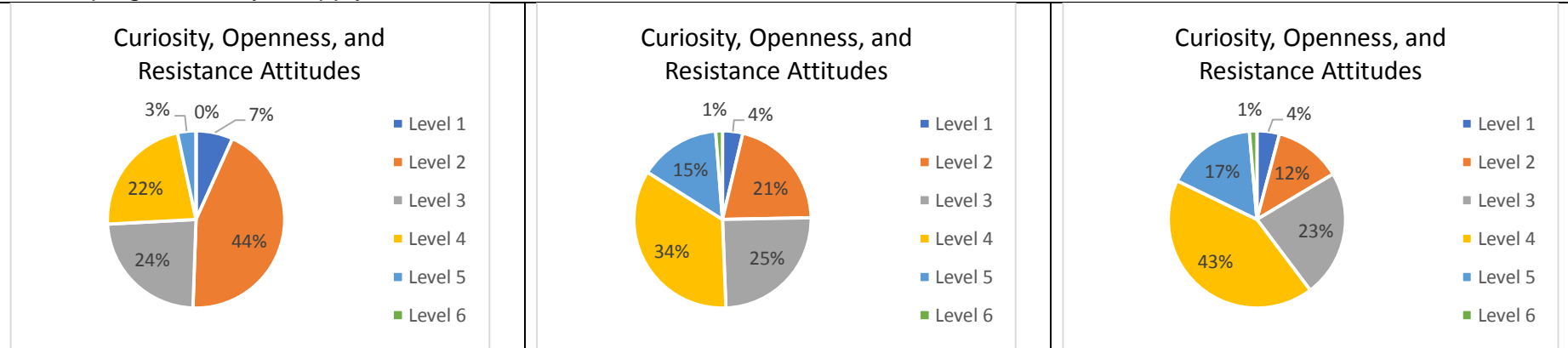
Empathy Skills



Empathy Skills

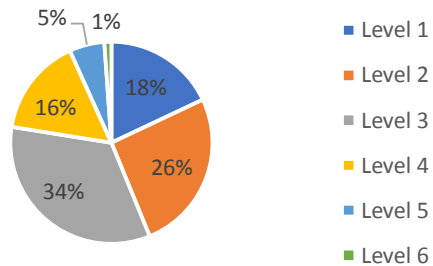


In April 2018, 76% of students rated themselves at level 3 or lower. In July 2018, the percent of students who rated themselves at level 3 or lower decreased to 46%. This reflects students attempts to identify and understand other cultural perspectives and an emerging ability to apply this understanding in some situations. This seems to reflect the learning process where it takes time to progress from awareness to understanding of a concept and then later to the ability to apply it in real life. In December 2019, the percent of students who rated themselves at level 3 or lower decreased 17%, to 29% from July 2018 (46%). However, 56% of students rated themselves at level 4. This means that after studying abroad students are able to recognize intellectual and emotional dimensions of more than one cultural perspective and are attempting to apply this understanding using two or more cultural perspectives. In other words, students not only understand the concept but are developing the ability to apply it in real life.

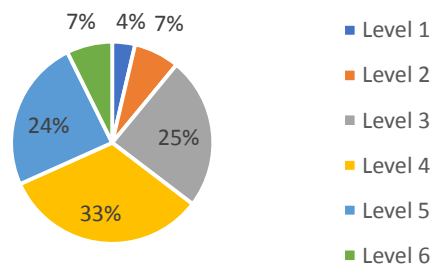


In April 2018, 51% of students rated themselves at level 2 or lower. Meaning they are able to ask simple or surface level questions about other cultures, but still judge the cultures from their own cultural perspective while resisting other perspectives. In July 2018, the percent of students who rated themselves at level 2 or lower decreased to 25%. Meaning that 26% of student who rated themselves at level 2 or lower in April 2018 began to ask deeper questions (going beyond the surface) about other cultures as well as to initiate and develop interactions with culturally different others while attempting to suspend cultural judgment (minimal resistance) of these interactions. This seems to reflect an application of their learning during the CCU course to real life. In December 2019, the percent of students who rated themselves at level 3 or lower decreased 11%, to 39% from July 2018 (50%). However, 43% of students rated themselves at level 4. This means that after studying abroad students are now frequently seeking out answers to their questions about other cultures.

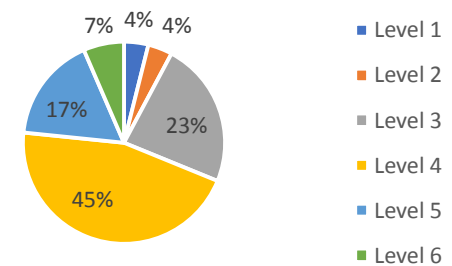
Verbal and Non-Verbal Communication Skills



Verbal and Non-Verbal Communication Skills



Verbal and Non-Verbal Communication Skills



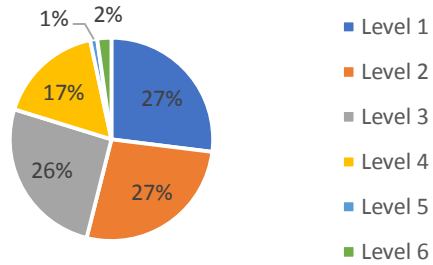
In April 2018, 78% of students rated themselves at level 3 or lower. Meaning they are able to identify some cultural differences in verbal and non-verbal communication based on learned theories and are aware that misunderstandings can occur based on those differences, but are still unable to negotiate a shared understanding. In July 2018, the percent of students who rated themselves at level 2 or lower decreased to 36%. Meaning that 42% of student who rated themselves at level 3 or lower in April 2018 began to recognize some cultural differences based on learned theories in verbal and nonverbal communication while attempting to negotiate a shared understanding. This seems to reflect an application of their learning during the CCU course to real life.

In December 2019, the percent of students who rated themselves at level 3 or lower decreased 5% to 31% from July 2018 (36%). However, 45% (almost half) of students rated themselves at level 4. This means that after studying abroad students now recognize multiple cultural differences based on learned theories in verbal and nonverbal communication while attempting to negotiate a shared understanding based on an interpretation of those differences.

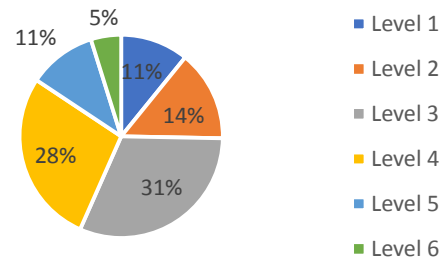
**Global Awareness Rubric
Five Sub-Categories**

Note: the rubric was adapted from the AAC&U rubric. Levels 1-3 were added to AAC&U's rubric as its level 1 (level 4 in the FILA version) was determined to be too advanced for many students with limited familiarity with different cultures.

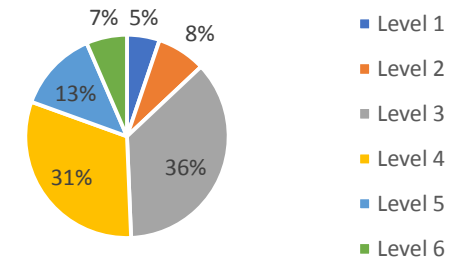
Global Self-Awareness



Global Self-Awareness

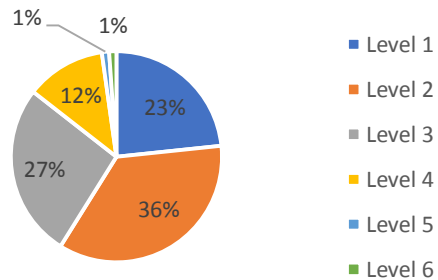


Global Self-Awareness

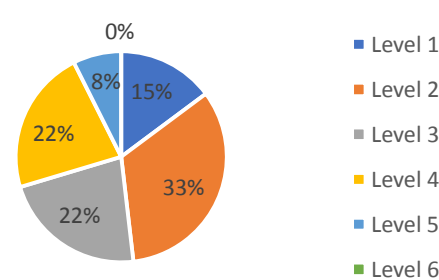


In April 2018, 80% of students rated themselves at level 3 or lower. In July 2018, the percent of students who rated themselves at level 3 or lower decreased to 56%. This reflects students emerging awareness of how their personal decisions have an impact on certain local and global issues. In December 2019, the percent of students who rated themselves at level 3 or lower decreased 7%, to 49% from July 2018 (56%). However, 31% of students rated themselves at level 4. This means that students are connecting their learning about local and global issues to analyze the impact of their own actions on a local and global scale.

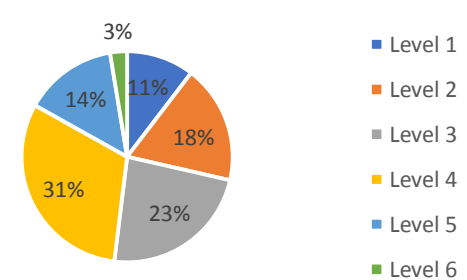
Service Learning



Service Learning

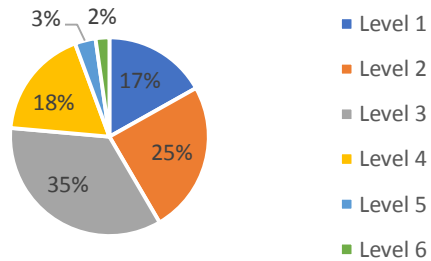


Service Learning

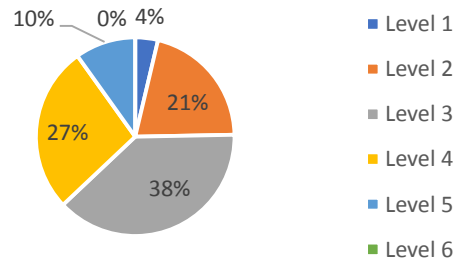


In April 2018, 86% of students rated themselves at level 3 or lower. In July 2018, the percent of students who rated themselves at level 3 or lower decreased to 70%, which is still relatively high. This reflects students emerging awareness of the importance of participating in volunteer activities (Levels 1 and 2) but also to ability to discuss their own learning from participating in volunteer activities (Level 3). In December 2019, the percent of students who rated themselves at level 3 or lower decreased 18%, to 52% from July 2018 (70%). However, 31% of students rated themselves at level 4. This means that students are able to discuss and evaluate their own learning based on volunteer activities as well as attempt to analyze the impact of their own actions on a local and global scale. This seems appropriate as students are in their 2nd year of the program and have begun taking some Principles courses.

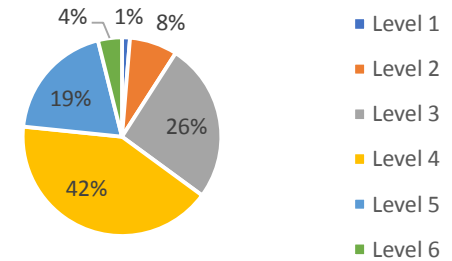
Knowledge of Global Issues



Knowledge of Global Issues

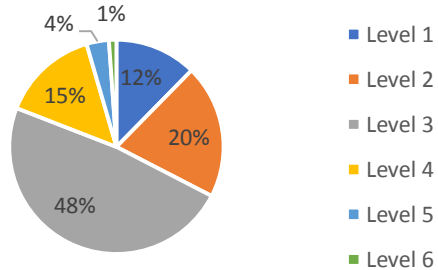


Knowledge of Global Issues

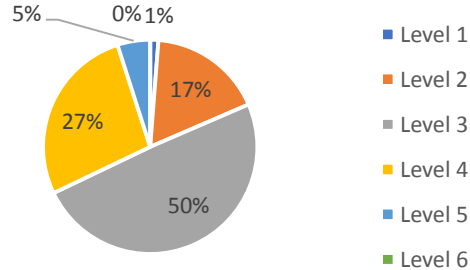


In April 2018, 77% of students rated themselves at level 3 or lower. In July 2018, the percent of students who rated themselves at level 3 or lower decreased to 63%, which is still relatively high. This reflects students emerging ability to make connections between known facts about some global events/issues (Levels 1 and 2) but also students emerging ability to identify another perspective on a few global events/issues (Level 3). This seems appropriate as students are only in their 1st year of the program. In December 2019, the percent of students who rated themselves at level 3 or lower decreased 28%, to 35% from July 2018 (63%). However, 42% of students rated themselves at level 4. This means that students are able to identify at least two perspectives on some global and local events/issues. This seems appropriate as students are in their 2nd year of the program and have begun taking some Principles courses.

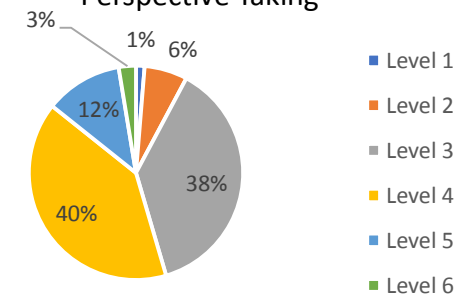
Perspective Taking



Perspective Taking

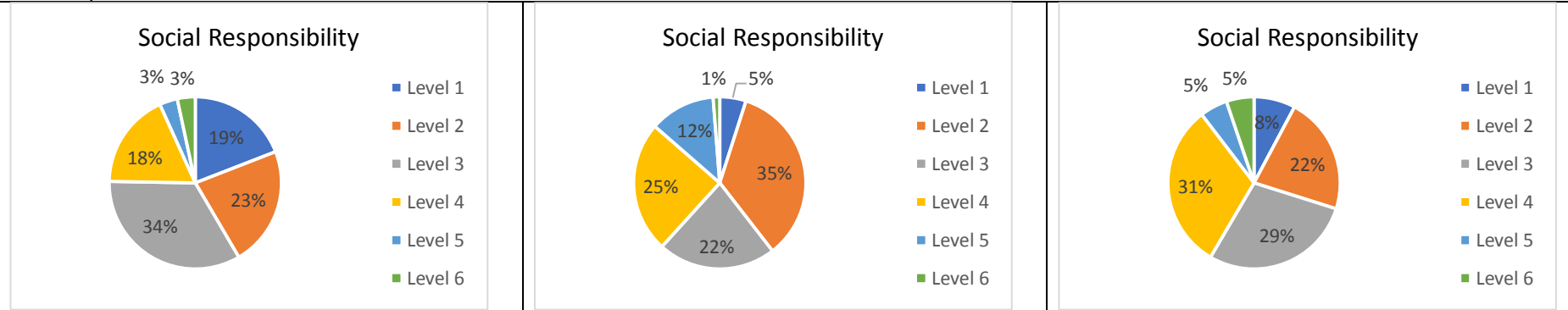


Perspective Taking



In April 2018, 80% of students rated themselves at level 3 or lower. In July 2018, the percent of students who rated themselves at level 3 or lower decreased to 68%, which is still relatively high. This reflects students emerging attempt to identify another perspective while maintaining a value preference for their own perspective while being resistant to new ideas (Levels 1 and 2) but also students' ability to see an issue from a perspective different from their own while being minimally resistant to new ideas (Level 3).

In December 2019, the percent of students who rated themselves at level 3 or lower decreased 23%, to 45% from July 2018 (68%). However, 40% of students rated themselves at level 4. This means that students are able to identify and can attempt to explain multiple perspectives while maintaining a value preference for their own positioning (such as cultural, disciplinary, and ethical).



In April 2018, 76% of students rated themselves at level 3 or lower. In July 2018, the percent of students who rated themselves at level 3 or lower decreased to 62%, which is still relatively high. This reflects students emerging understanding of social responsibility as a concept (Level 1) to their ability to make connections between social responsibility and their own decisions (Level 2). This was an important cognitive leap that reflects students learning in FILA courses in the first semester. At level 3 students are actively seeking opportunities to participate in activities that have a local or global impact; however, they are not aware of the ethical, social, and environmental consequences of local and national decisions on global systems. This seems appropriate as students are only in their 1st year of the program.

In December 2019, the percent of students who rated themselves at level 3 or lower decreased only 3% to 59% from July 2018 (62%). However, 31% of students rated themselves at level 4. This means that almost 1/3 of students have become aware of the ethical, social, and environmental consequences of local and national decisions on global systems. This seems appropriate as students are in the 2nd year of the program.

FILA Study Abroad Cross-Cultural Perspectives Competencies Rubric

Specifically by the end of the two-semester study abroad experience, FILA students are expected to develop the following Global Competencies at level 3

| | 1 | 2 | 3 |
|---|---|---|---|
| Cultural Self-Awareness | Shows minimal awareness of own culture and its rules and biases; Descriptions of own culture by experts are taken as fact without question | Identifies rules and biases of own culture with a strong preference for those rules that directly relate to own experience; Attempts to connect learned facts and rules about own culture with own experience and attempts to understand the reason behind these rules. | Identifies with own cultural rules and biases with a strong preference for those rules shared with own cultural group and seeks the same in others; Attempts to recognize new perspectives about own cultural rules and biases (e.g. not looking for sameness in all members of cultural group) |
| Knowledge of Different Cultural Frameworks (Knowledge) | Cultural descriptions by experts are taken as fact without question | Attempts to connect learned facts about another culture in relation to two or more aspects of its history, values, politics, communication styles, economy, and/or beliefs and practices | Demonstrates a surface level understanding of other cultures in relation to two or more aspects related to their history, values, politics, communication styles, economy, and/or beliefs and practices |
| Empathy Skills (Application of knowledge) | Views the experiences of others through own cultural perspective | Attempts to identify other cultural perspectives but responds in all situations with own perspective | Attempts to understand other cultural perspectives and apply this understanding in some situations |
| Curiosity, Openness and Resistance Attitudes | States minimal interest in learning more about other cultures; Open to interacting with culturally different others while judging others from own cultural perspective; resistant to other perspectives | Asks simple or surface questions about other cultures; Expresses openness to most, if not all, interactions with culturally different others while aware of judgment from own cultural perspective; resistant to other perspectives | Asks deeper questions about other cultures and seeks out answers to these questions; Begins to initiate and develop interactions with culturally different others while attempting to suspend cultural judgment (minimal resistance) of these interactions |
| Verbal and Non-verbal Communication Skills (Analysis and Problem-solving) | Demonstrates a minimal level of understanding of cultural differences in verbal and non-verbal communication; is unable to negotiate a shared understanding | Identifies some cultural differences in verbal and non-verbal communication based on learned theories and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding | Recognizes some cultural differences based on learned theories in verbal and nonverbal communication while attempting to negotiate a shared understanding |

FILA Program Cross-Cultural Perspectives Competencies Levels 4-6 Rubric

Specifically by the end of the two-semester study abroad experience, FILA students are expected to have developed the following Global Competencies at level 3

| | 4 | 5 | 6 |
|---|---|--|--|
| Cultural Self-Awareness | Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.) | Emerging ability to describe insights into own cultural rules and biases to others unfamiliar with culture (e.g. seeking complexity; aware of how his/her experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.) | Ability to clearly articulate insights into own cultural rules and biases to others unfamiliar with culture (e.g. seeking complexity; aware of how his/her experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.) |
| Knowledge of Different Cultural Frameworks (Knowledge) + Empathy Skills (Application of knowledge) | Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices Recognizes intellectual and emotional dimensions of more than one cultural perspective and attempts to apply this understanding using 2 or more cultural perspectives | Demonstrates adequate understanding of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices; Recognizes intellectual and emotional dimensions of more than one cultural perspective and sometimes applies this understanding using 2 or more cultural perspectives | Demonstrates sophisticated understanding of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices; Interprets intercultural experience from the perspectives of own and 2 or more other cultural perspectives and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group |
| Curiosity, Openness and Resistance Attitudes | Asks deeper questions about other cultures and frequently seeks out answers to these questions; Begins to initiate and develop interactions with culturally different others while attempting to suspend cultural judgment (minimal resistance) of these interactions | Emerging ability to ask complex questions about other cultures and seeks out and attempts to articulate answers to those question that reflect multiple cultural perspectives; initiates and develops interactions with culturally different other while suspending cultural judgment of these interactions | Asks complex questions about other cultures and seeks out and articulates answers to those question that reflect multiple cultural perspectives; skilfully initiates and develops interactions with culturally different other while suspending cultural judgment of these interactions |
| Verbal and Non-verbal Communication Skills (Analysis and Problem-solving) | Recognizes multiple cultural differences based on learned theories in verbal and nonverbal communication while attempting to negotiate a shared understanding based on an interpretation of those differences | Emerging ability to articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g. demonstrates understanding of the degree to which people use physical contact while communicating in different cultures of use direct/indirect and explicit/implicit meanings) and is able to negotiate a shared understanding based on those differences | Able to articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g. demonstrates understanding of the degree to which people use physical contact while communicating in different cultures of use direct/indirect and explicit/implicit meanings) and is able to skilfully negotiate a shared understanding based on those differences |

Adapted from the Association of American Colleges & Universities Intercultural Knowledge and Competence VALUE Rubric for FILA by V.Hansford Dec. 2015

FILA Study Abroad Global Awareness Competencies Rubric

Specifically by the end of the two-semester study abroad experience, FILA students are expected to develop the following Global Competencies at level 3

| | 1 | 2 | 3 |
|--|---|---|---|
| Global Self-Awareness (Cognitive Knowledge) | Identifies need to be aware of global issues | Demonstrates a connection between own actions and knowledge of global issues | Identifies a connection between personal decision-making and certain local and global issues |
| Service Learning (Application of Knowledge; Critical Thinking) | States the need for service learning as an abstract concept | Actively seeks out opportunities to participate in volunteer activities | Ability to discuss own learning from participating in volunteer activities |
| Knowledge of Global Issues (Knowledge) | Identifies some global events/issues as isolated facts | Makes connections between known facts about some global events/issues | Attempts to identify another perspective on a few global events/issues |
| Perspective Taking (Application of Knowledge; Critical Thinking; Analysis and Problem-Solving) | Perspective of experts are taken as fact without question; own perspective is the considered only perspective; resistant to new ideas | Attempts to identify another perspective while maintaining a value preference for own perspective; resistant to new ideas | Demonstrates an ability to see an issue from a perspective different from one's own; minimally resistant to new ideas |
| Social Responsibility (Connecting Personal Values and Beliefs with Action; Critical Thinking) | States the importance of being socially responsible as an abstract concept | Identifies the connection between SR and own decision-making | Actively seeks out opportunities to participate in activities that have a local or global impact |

Adapted from the Association of American Colleges & Universities Global Learning VALUE Rubric for FILA by V.Hansford Dec. 2015

FILA Program Global Awareness Competencies Levels 4-6 Rubric

Specifically by the end of the two-semester study abroad experience, FILA students are expected to have developed the following Global Competencies at level 3

| | 4 | 5 | 6 |
|---|---|---|---|
| <p>Global Self-Awareness (Cognitive Knowledge)</p> <p style="text-align: center;">+</p> <p>Service Learning (Application of Knowledge; Critical Thinking)</p> | <p>Analyses ways that human interactions influence the natural and human world; Ability to discuss and evaluate own learning from participating in volunteer activities; attempts to analyse impact of own actions on a local and global scale</p> | <p>Evaluates the global impact of one's own and others' specific local actions on the natural and human world; Analyses own learning and personal impact on the local and global scale from volunteer activities; sees the connection between selected activities and own sense of personal and civic responsibilities</p> | <p>Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context; Articulates how service learning impacts one's identity in local and global contexts</p> |
| <p>Knowledge of Global Issues (Knowledge)</p> <p style="text-align: center;">+</p> <p>Perspective Taking (Application of Knowledge; Critical Thinking; Analysis and Problem-Solving)</p> | <p>Identifies and examines the role and interconnections of some global and local institutions, ideas, and processes in the human and natural worlds; formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, economic, political, and scientific); Identifies and attempts to explain multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical)</p> | <p>Analyses major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions to pose elementary solutions to complex problems in the human and natural worlds; Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, economic, political, and scientific); Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems</p> | <p>Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds; Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others; Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical)</p> |
| <p>Social Responsibility (Connecting Personal Values and Beliefs with Action; Critical Thinking)</p> | <p>Actively seeks out opportunities to participate in activities that have a local or global impact; aware of the ethical, social, and environmental consequences of local and national decisions on global systems</p> | <p>Actively participates in activities that have a local or global impact; analyses the ethical, social, and environmental consequences of global systems; identifies a range of actions informed by one's sense of personal and civic responsibility</p> | <p>Takes informed and responsible action to address ethical, social, and environmental challenges in global systems; evaluates the local and broader consequences of individual and collective interventions</p> |

Adapted from the Association of American Colleges & Universities Global Learning VALUE Rubric for FILA by V.Hansford Dec. 2015



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March 2020

Faculty of International Liberal Arts

Self-Assessment Program

2018 Cohort

<http://fila.soka.ac.jp/>

- The following is the March 2020 results of the Faculty of International Liberal Arts, Soka University self-assessment, with measurements related to the following diploma policies
 - 1. Academic English Skills
 - 2. Cross-cultural Competence
 - 3. Critical Thinking



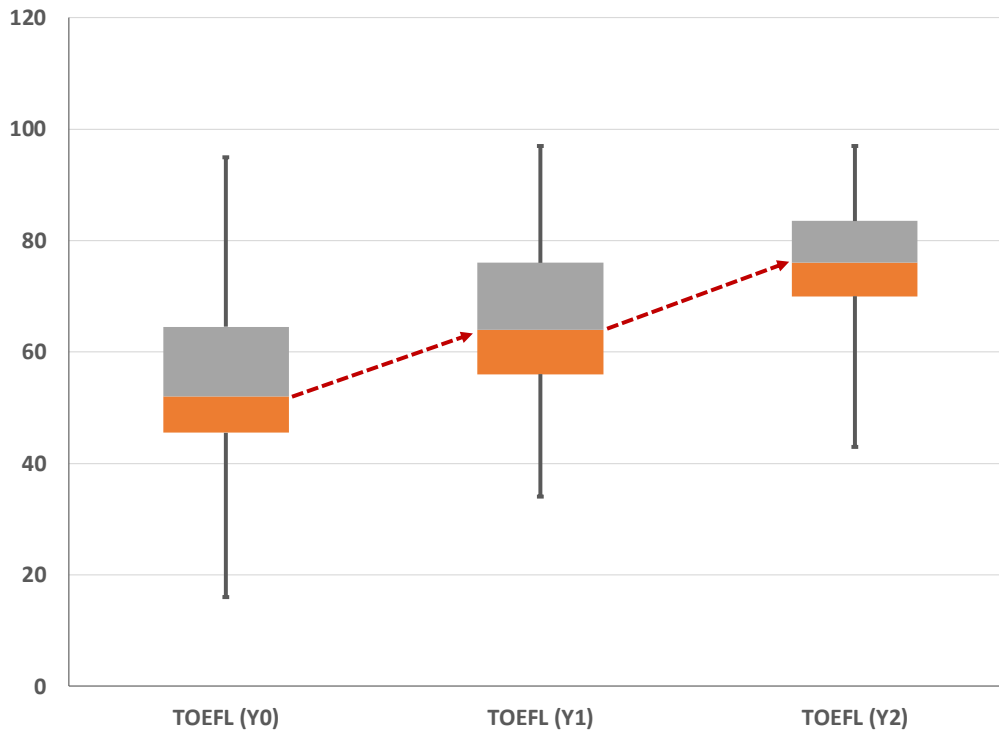
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Academic English Skills TOEFL Scores

2018 Cohort

TOEFL Scores (2018 Cohort)



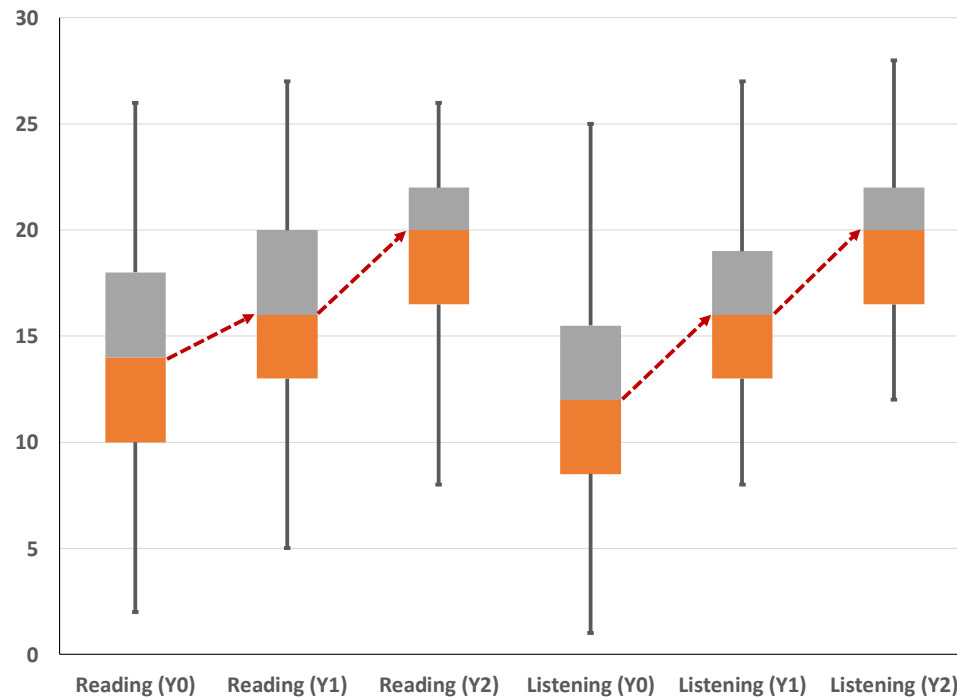
Five-Point Summary

| | TOEFL (Y0) | TOEFL (Y1) | TOEFL (Y2) |
|---------------|------------|------------|------------|
| Max | 95 | 97 | 97 |
| Q3 | 65 | 76 | 84 |
| Median | 52 | 64 | 76 |
| Q2 | 46 | 56 | 70 |
| Min | 16 | 34 | 43 |

Reading and Listening of TOEFL (2018 Cohort)

Five-Point Summary

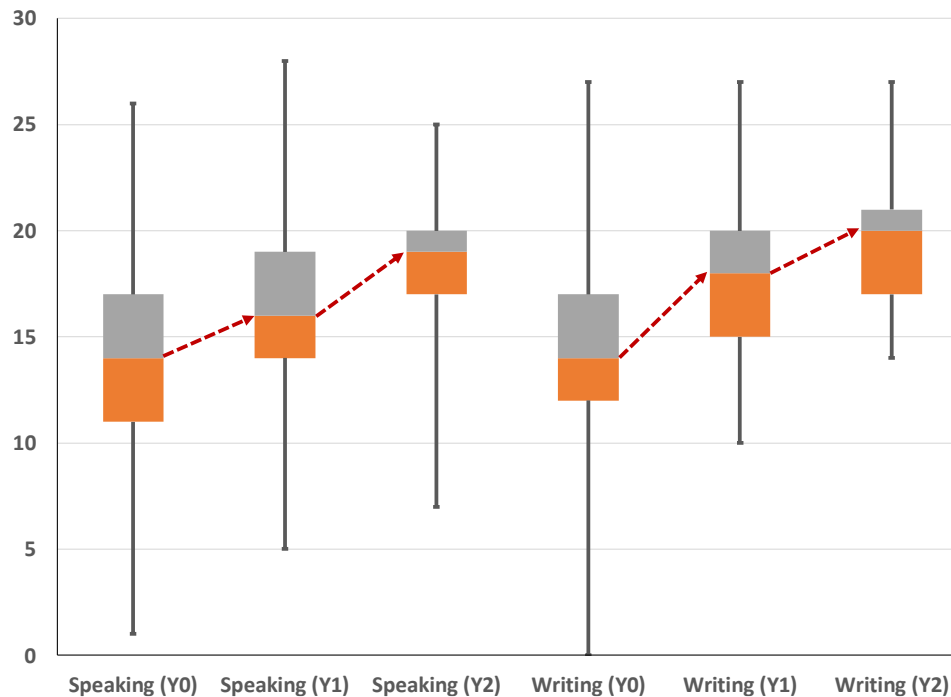
| | Reading (Y0) | Reading (Y1) | Reading (Y2) | Listening (Y0) | Listening (Y1) | Listening (Y2) |
|--------|--------------|--------------|--------------|----------------|----------------|----------------|
| Max | 26 | 27 | 26 | 25 | 27 | 28 |
| Q3 | 18 | 20 | 22 | 16 | 19 | 22 |
| Median | 14 | 16 | 20 | 12 | 16 | 20 |
| Q2 | 10 | 13 | 17 | 9 | 13 | 17 |
| Min | 2 | 5 | 8 | 1 | 8 | 12 |



Speaking and Writing of TOEFL (2018 Cohort)

Five-Point Summary

| | Speaking (Y0) | Speaking (Y1) | Speaking (Y2) | Writing (Y0) | Writing (Y1) | Writing (Y2) |
|--------|---------------|---------------|---------------|--------------|--------------|--------------|
| Max | 26 | 28 | 25 | 27 | 27 | 27 |
| Q3 | 17 | 19 | 20 | 17 | 20 | 21 |
| Median | 14 | 16 | 19 | 14 | 18 | 20 |
| Q2 | 11 | 14 | 17 | 12 | 15 | 17 |
| Min | 1 | 5 | 7 | 0 | 10 | 14 |





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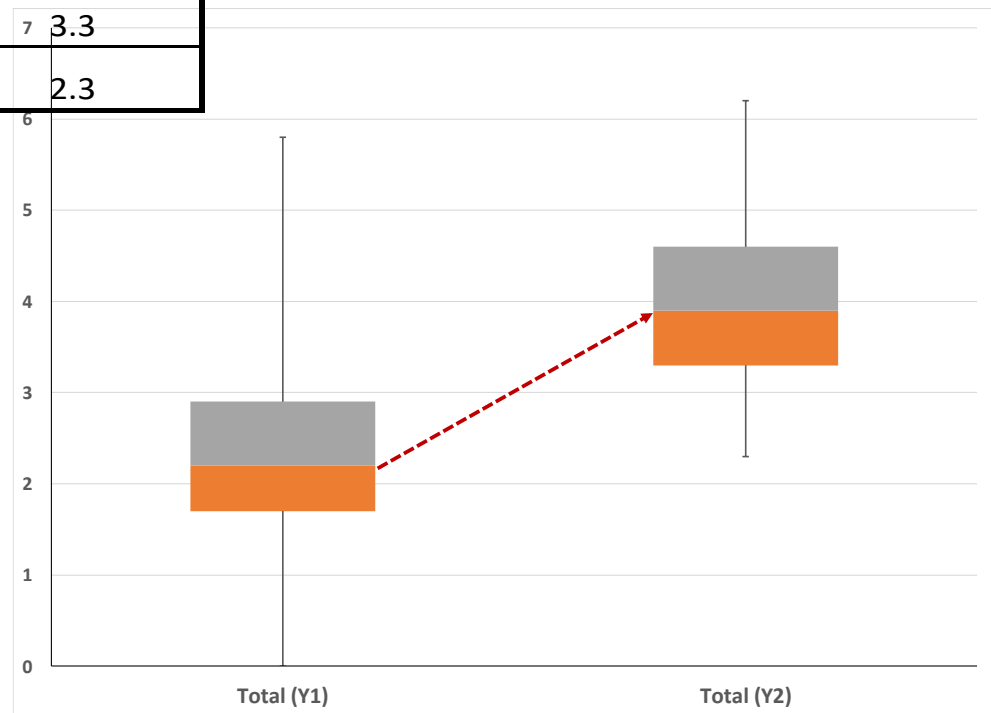
Critical Thinking Critical Writing Assessment

2018 Cohort

Total Scores of Critical Writing (2018 Cohort)

Five-Point Summary

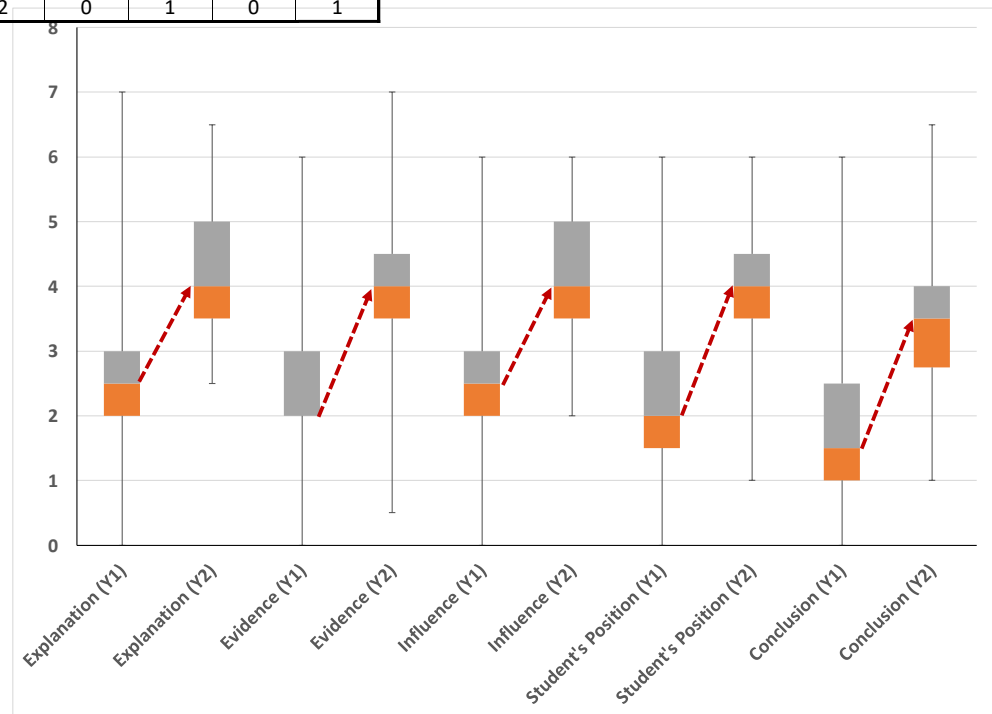
| | Total (Y1) | Total (Y2) |
|---------------|------------|------------|
| Max | 5.8 | 6.2 |
| Q3 | 2.9 | 4.6 |
| Median | 2.2 | 3.9 |
| Q2 | 1.7 | 3.3 |
| Min | 0 | 2.3 |



Components of Critical Writing

Five-Point Summary

| | Explanation (Y1) | Explanation (Y2) | Evidence (Y1) | Evidence (Y2) | Influence (Y1) | Influence (Y2) | Position (Y1) | Position (Y2) | Conclusion (Y1) | Conclusion (Y2) |
|---------------|------------------|------------------|---------------|---------------|----------------|----------------|---------------|---------------|-----------------|-----------------|
| Max | 7 | 6.5 | 6 | 7 | 6 | 6 | 6 | 6 | 6 | 6.5 |
| Q3 | 3 | 5 | 3 | 4.5 | 3 | 5 | 3 | 4.5 | 2.5 | 4 |
| Median | 2.5 | 4 | 2 | 4 | 2.5 | 4 | 2 | 4 | 1.5 | 3.5 |
| Q2 | 2 | 3.5 | 2 | 3.5 | 2 | 3.5 | 1.5 | 3.5 | 1 | 2.75 |
| Min | 0 | 2.5 | 0 | 0.5 | 0 | 2 | 0 | 1 | 0 | 1 |





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Cross-Cultural Competence PDF Attachment

2018 Cohort

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**FILA Program
Student Input
2019-2020**

As one way to gather student input into the FILA program, as the Dean, I meet with the student representatives to gain feedback regarding the concerns/issues students have about the program. Below is a list of the activities that *Sempai* students conducted for their *Kohai* each year.

* In Fall 2020, a survey will be conducted for the 2018 cohort to gain further input from students as they reflect on their experience in the FILA program.

1. FILUNCH
 - i) Main purpose: connecting and encouraging deeper relationship among FILA students
 - ii) Dates and topics
 - (1) 4/24 welcoming freshman
 - (2) 5/29 study abroad
 - (3) 6/26 studying for TOEFL exam
 - (4) 7/12 welcome back from study abroad to 5th batch students
 - (5) 11/21 free topic
 - iii) About 150 students participated
2. Textbook Exchange
 - i) Main purpose: Reusing textbooks and helping students to study
 - ii) Date: 4/10 @AC532
 - iii) Online lottery used to determine textbook exchange
 - iv) More than 50 students could receive textbooks
3. Welcome Party
 - i) Main purpose: Welcoming 6th batch students and strengthen the bonds between juniors and seniors
 - ii) 4/6 @New Loire
 - iii) 83 freshman students participated (out of 93)
 - iv) Performance by SMP and cheer dance group
4. Farewell Party
 - i) 1/30 @Ab103
 - ii) Main Purpose: Congratulating/Thanking seniors for their hard work
 - (1) Video documentaries are prepared for each graduating class
5. Seminar consultation
 - iii) Main purpose: consulting with 5th batch students and helping them to choose an appropriate seminar
 - iv) 9/27 @AW402
 - v) About 35 students participated
6. I am SDGs workshop
 - i) Creative workshop for FILA students by peace study students
 - ii) 9/11 @AC534
 - iii) About 20 students participants

Online Questionnaire

In addition, an online questionnaire was conducted to gain insight into student concerns. Below is a summary of the questions and responses.

- 1) TOEFL Targets:
 - a. Question: Students requested further TOEFL targets.
 - b. Response: Currently, targets are set at 60 by the end of Year 1; 70 by the end of Year 2; and 80 by graduation.
- 2) Lounge/Study Space:
 - a. Question: Students requested a FILA study space.
 - b. Response: A FILA lounge is not possible. We recommended the use of SPACe for group and individual study purposes
- 3) Financial Assistance for presenting at conferences:
 - a. Question: A growing number of FILA students are presenting in domestic and international conferences. Thus, students have inquired regarding financial assistance to help with costs for conference and transportation fees.
 - b. Response: After investigating, we discovered that while these resources are available for graduate students, no such funding is available for undergraduate students.
- 4) Stats/Math Courses
 - a. Question: Some students are having difficulty completing Stats courses before study abroad (by the end of Year 1)
 - b. Response: The FILA curriculum is designed to facilitate the completion of stats/math courses in Year 1, prior to Study Abroad. However, a small number of students do not complete this process in Year 1 and thus, have to take Stats in Year 2, after returning from study abroad. Therefore, curriculum revisions will not overcome the problem.