



2021

# ANNUAL REPORT

PREPARED BY

**GAZELLE  
INTERNATIONAL**

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## 2021 RESULTS UPDATE

Gazelle International has been working with community colleges to establish comprehensive international education initiatives since 2017. We have grown exponentially since then and want to share the global impacts of our work to date. Let's look back at the feedback we received from over 500 students and almost 100 teachers across Connecticut, Wisconsin, Illinois, Washington, France, Mexico, and the Netherlands in years 2017-2021. We hope that teachers, college deans and presidents, as well as instructional design and faculty development teams can find ideas for developing and ensuring a smooth experience with virtual exchange on their campuses and in their classrooms

June 2022

Virtual exchange is at the heart of Gazelle International's mission. We connect college and high school classrooms in the US and abroad while consulting with campus administrators and deans to build lasting partnerships, train faculty, and explore options to fund and advance further internationalization programming. Our goal is to create a seamless onramp to sustainable and scalable strategy with strong foundations in pedagogy. Here we share results from our CLICK program for virtual exchange: Collaborative Learning for International Capabilities and Knowledge.

## STRATEGY Internationalization



## Study Abroad vs VIRTUAL EXCHANGE

We aspire to provide outcomes equivalent to or better than a comprehensive collegiate study abroad program at a fraction of the cost. Research in the US and in Europe shows that study abroad has a positive impact on retention, recruitment and employment prospects of college students. Yet only 11% of all US college graduates do a study abroad of 2 weeks or more. Among community college students, the number falls to just 1%. With COVID-19 reshaping how we interact with our fellow human beings, virtual exchange demonstrates that we can provide more students with quality international experiences from their very own classrooms.

## Measuring OUTCOMES

Gazelle International focuses on moving from a vision to measurable results for international higher education. We assess outcomes for faculty and students, but we primarily focus on student results. Student success is a priority and key to driving any institution's internationalization strategy. Gazelle focuses on three key outcomes for assessing students' results with pre- and post- surveys and qualitative tools:

- 1. Greater intercultural maturity and awareness of the wider world**
- 2. Increased confidence in finding future success in the global workforce**
- 3. Increased ability to deploy 21st Century skills (technology and teamwork)**

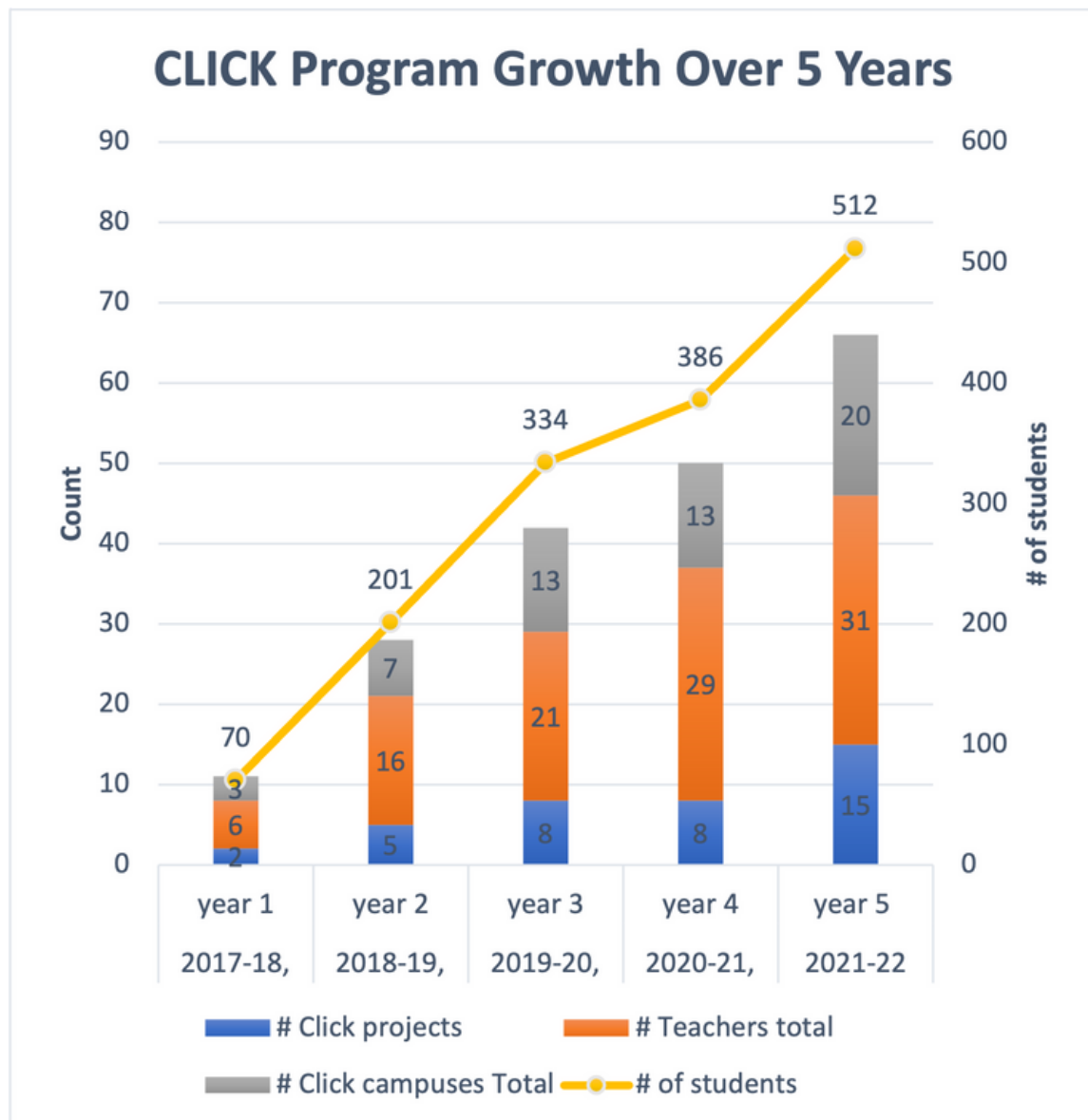
As part of our commitment to measuring results in order to create timely and relevant programming, we review specific lessons learned about CLICK during our 2021 calendar years, including issues of access and equity in global education, teacher perspectives on designing and implementing CLICK projects over the years, and more.

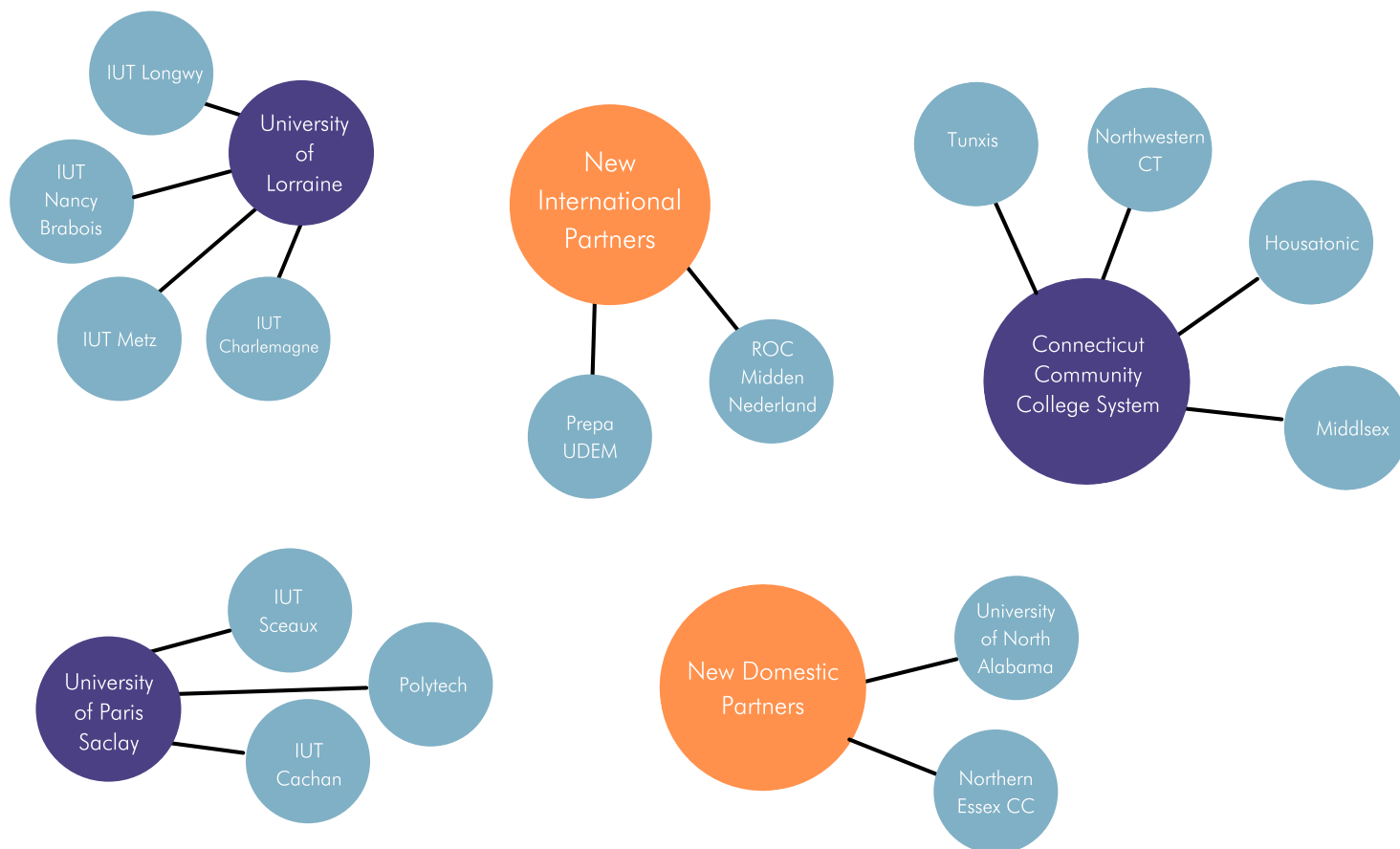


## Our Growth

# CLICK BY THE NUMBERS

Over the past 5 years, we have seen the CLICK program expand exponentially. In Fall 2017, we began with just two projects and six teachers, reaching a total of 70 students. Beginning in 2021 and entering 2022, we were bowled over by the enrollments in our program and ended up reaching 512 students through 31 collaborating teachers and 15 CLICK projects. We also now have a growing network of 20 campuses across the world working together to serve students and increase their exposure to internationalization and global education. The graph below charts our growth over five years of virtual exchange.

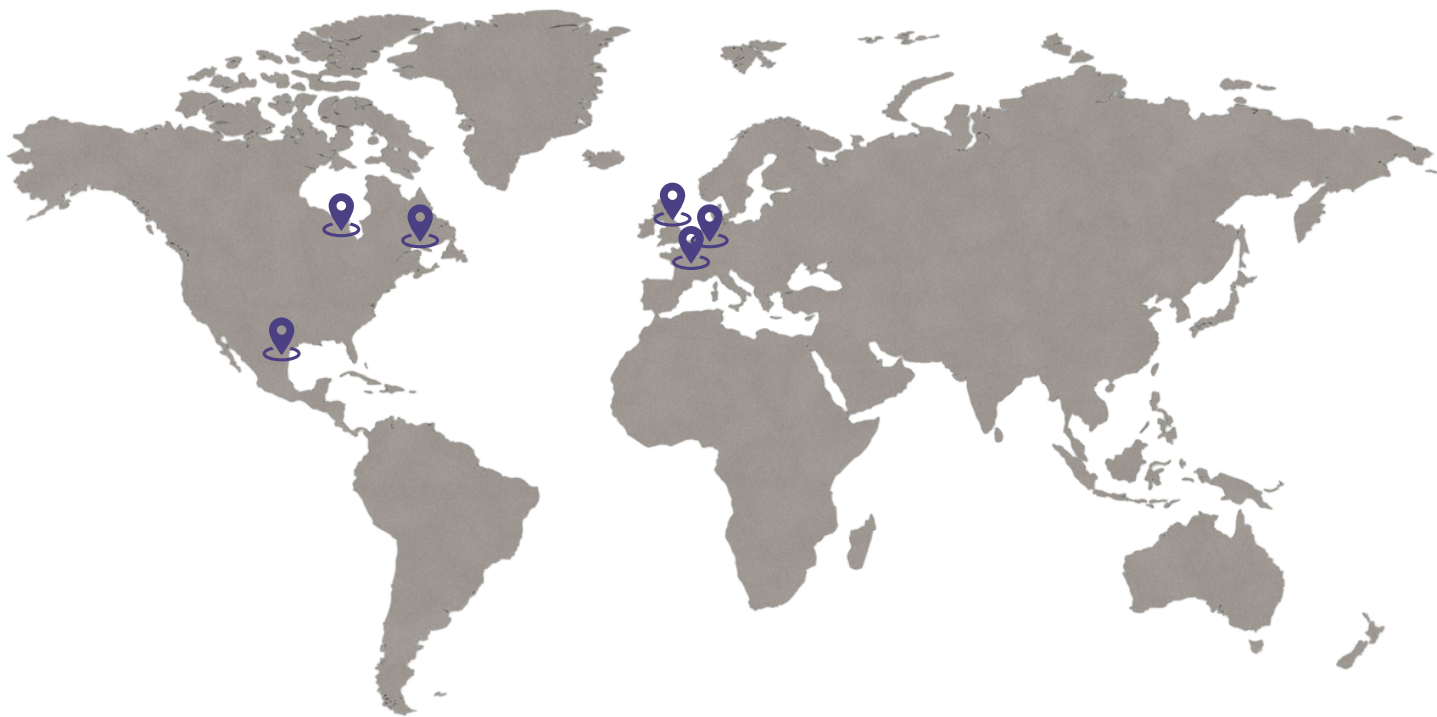




2021 CLICK Partners

## EXPANDING OUR NETWORKS

Gazelle International began its work in 2017 with the Connecticut Community College System, specifically the Connecticut College of Technology (CT COT), and its partners in France. The French Instituts Universitaires de Technologie (IUTs), which are similar to the US community colleges, partnered with CT COT to bring virtual exchange to their faculty and students. Now four years later, Gazelle's impact radius has expanded to include enduring partnerships with Connecticut colleges and even more IUTs at Université de Lorraine and Université de Paris Saclay. Our domestic partnerships continue to expand and we have had great success with cohorts from Waukesha County Technical College, Northern Essex Community College, University of North Alabama and more. In addition to growing domestically, Gazelle has developed more international partnerships outside of France to include ROC Midden Nederland in the Netherlands and UDEM Prepa in Mexico.



## OUR CLICK NETWORK

### Assessing Where We've Been and Where We're Going

Our rigorous assessments, gathered from students and teachers who complete virtual exchange modules following our teacher training, inform the report we share with you. We demonstrate lessons we have taken from our experience from Fall 2017 through Fall 2021. The results help us adapt our training workshops to better serve students and faculty alike. For this year's annual report, we have chosen to share feedback and outcomes directly from students and faculty in hopes of demonstrating the ways in which virtual exchange has enhanced their teaching and learning experiences. We also share who we reach with our programming based on a compilation of student demographics from our Connecticut Community College partners. All of the information comes from pre- and post-CLICK student surveys as well as post-CLICK faculty surveys.

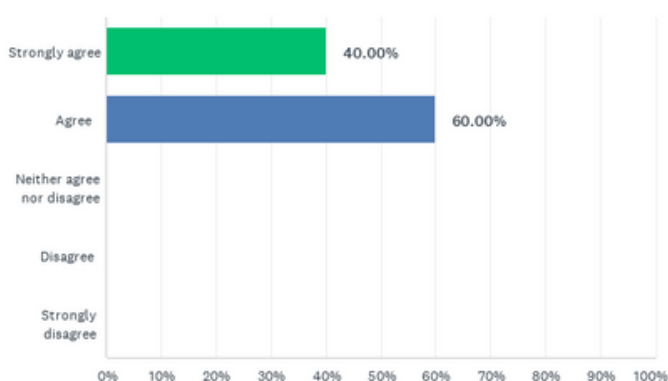


# LESSONS FROM OUR TEACHERS

## Teachers Develop Skills and Relationships

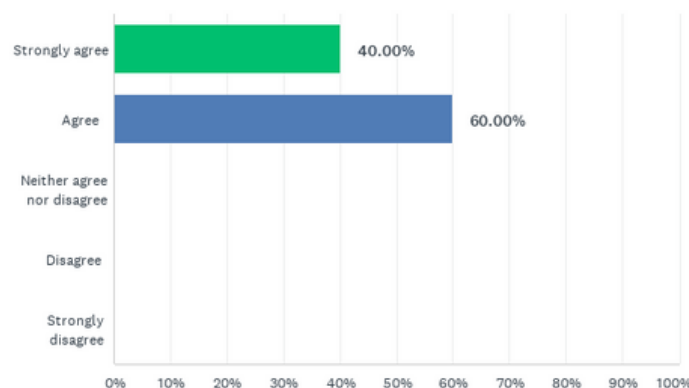
Here at Gazelle International, we are all about creating a positive growth experience for our partnering teachers. The CLICK program provides a sustainable approach to cross-cultural exchange that helps invigorate pedagogy practices and make internationalization possible in educators' own classrooms.

### This experience provided skills and knowledge that I will use in other courses I teach



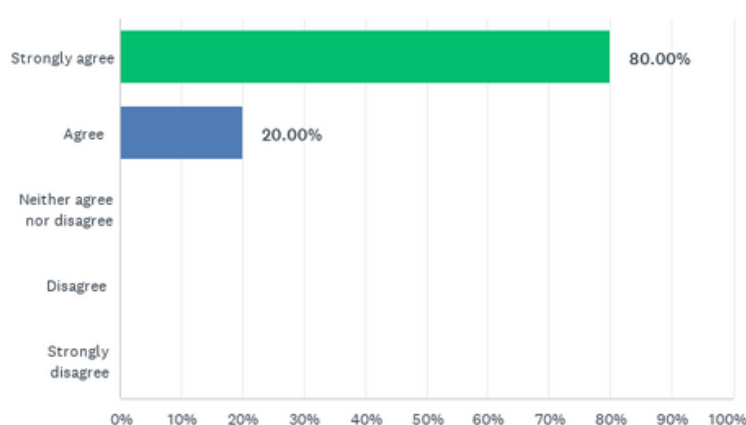
A common impetus for the teachers we work with is the shared goal of improving their own students' experiences and opening up a world of possibilities outside their hometowns. Many of our faculty express concern that their students will never travel outside their hometowns and that CLICK provides a critical intervention. It provides a first accessible step for students new to travel and different cultures. Many of our teachers agreed that these virtual exchange experiences will benefit their students in other courses as well as in parts of their life outside of school.

### This experience introduced me to new knowledge and skills related to globalization and teaching in a global classroom



This year, we've decided to share snapshots from our Spring 2021 and Fall 2021 semesters of CLICK projects and map out the feedback we received from participating educators. By and large, a majority of teachers marked that they were able to develop globalization knowledge and strategy in their classrooms through CLICK and that the skills they gained could be applied to other courses they taught.

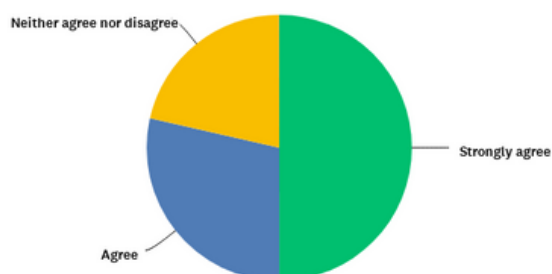
### The experience provided skills and knowledge beyond the course material that will benefit my students in other courses and in their extracurricular interactions



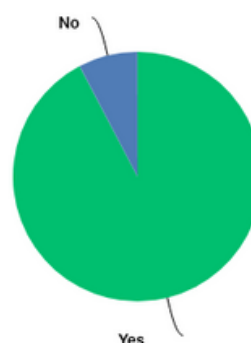
## Teachers Recommend CLICK

One of the most effective ways we recruit new teachers to join Gazelle International's CLICK program is recommendations from their colleagues based on positive experiences with us. While we promote acquisition of professional skills and cross cultural competency as some of our main tenets, another major benefit to teachers is the relationships they form with their partners. In our post-CLICK faculty survey, we always ask if teachers are eager to continue working with their international partners and if they would recommend this experience to their colleagues. We received encouraging results from this year's survey, which showed a majority of educators wanting to spread the word about virtual exchange as well as maintain the relationships they formed with their international teaching partners.

**Through this experience I have made connections with international partners that I am eager to maintain**

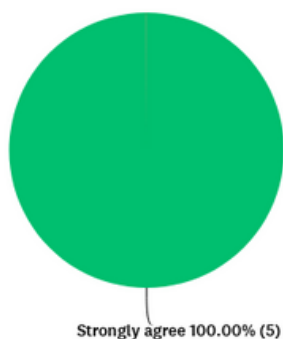


**I would recommend my colleagues to teach a CLICK project**

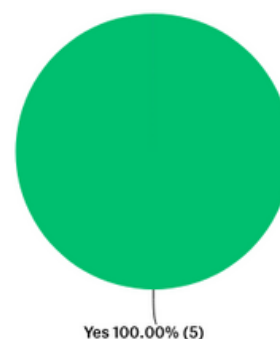


Spring 2021

**Through this experience I have made connections with international partners that I am eager to maintain**



**I would recommend my colleagues to teach a CLICK project**



Fall 2021



# IN THE STUDENTS' WORDS

## Students Overcome Challenges to Work Collaboratively and Develop Meaningful Relationships

After every CLICK project concludes, we send out a survey to get a sense for the student experience. For many students, this is their first time working collaboratively with people from a different country. Because of this, there are inevitable anxieties or concerns that there will be communication barriers or gulfs in cultural understanding. This year, we want to highlight what the biggest challenges for students were as well as highlight how they learned and grew from those experiences. We created word clouds from our 2021 post-CLICK project student surveys and highlighted both what the biggest challenges were as well as what they viewed as the greatest reward.

### What was your biggest challenge with the CLICK project?

make challenging different communication understand group  
 biggest challenge different language time zones  
 students time schedule communicate project work  
 Nothing time difference everyone speaking difference trying  
 language english



### What has been the greatest reward from participating in this CLICK project?

new friends Talking able skills Meeting new people N project  
 friendships know people different country working students  
 culture Interacting learn really Meeting different culture  
 people making Gaining perspectives country well better time  
 experience Netherlands

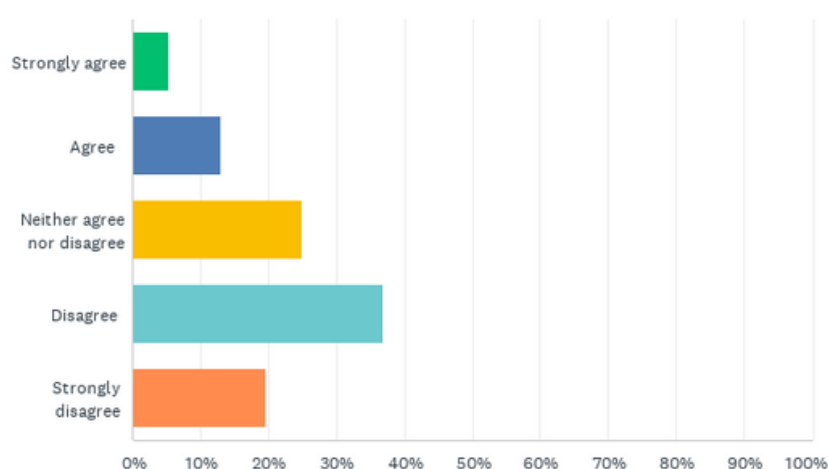


# MORE FROM OUR STUDENTS

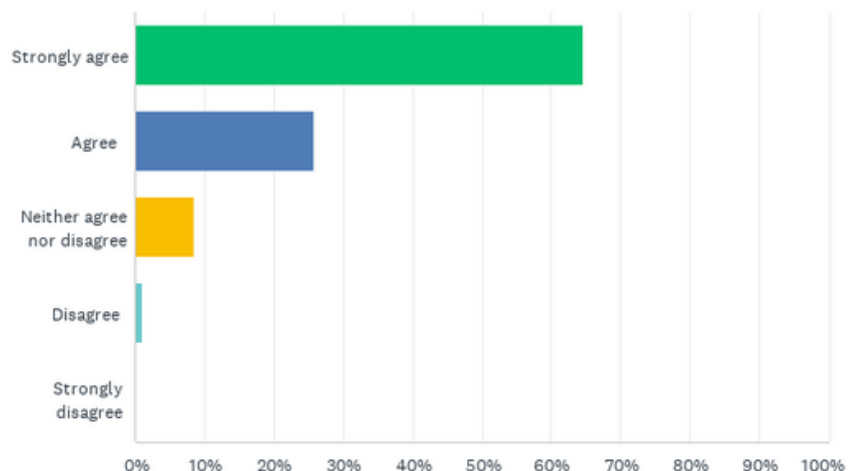
## Students Find Value in Cross-Cultural Communication

We also see from the post-CLICK survey that even when students have difficulty communicating with people who do not share a common language, a majority still see the immense value in being able to communicate in more than one language. Even more encouraging was the feedback which demonstrated that many students did not in fact face difficulties when they did not share a native language.

### I have a hard time communicating with people who do not speak or write clearly in my native language



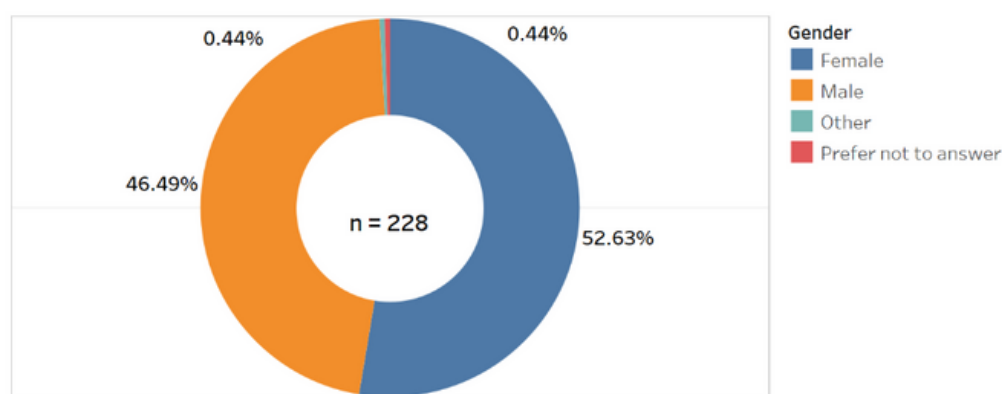
### It is important to communicate in more than one language



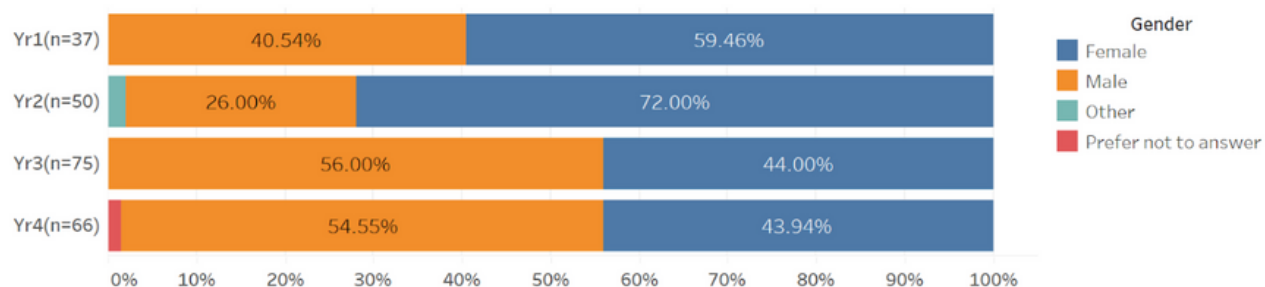
# WHO ARE WE REACHING?

## Student Demographics in CLICK (Gender)

Based on four years (2017-2021) of data from seven community colleges in The Connecticut State Colleges & Universities system, we compiled the results of our pre and post student CLICK project surveys to demonstrate student demographics represented in our programming. In total, 228 Connecticut community college students answered the gender question in the pre-project surveys at the beginning of each CLICK project from 2017-2021. The results indicated our CLICK project approximately evenly attracted female and male students across most of the campuses. Around 46% of the students self-identified as male, 53% of the students self-identified as female, and around 1% of the students preferred not to answer the gender question (.44%) or self-identified as other gender (.44%) rather than binary gender.

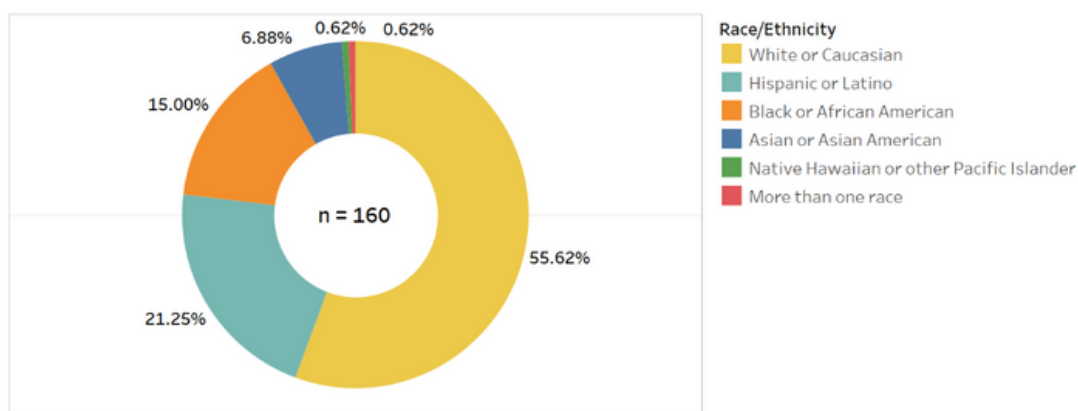


In year 1, 2017-2018 (n=37), around 40% of students self-identified as male, and 59% of students self-identified as female. In year 2, 2018-2019 (n=50) around 72% of the students identified as female, 26% identified as male, and 2% of the students identified themselves as others. In year 3 (n=75) and year 4 (n=66), gender was approximately evenly distributed as male and female.

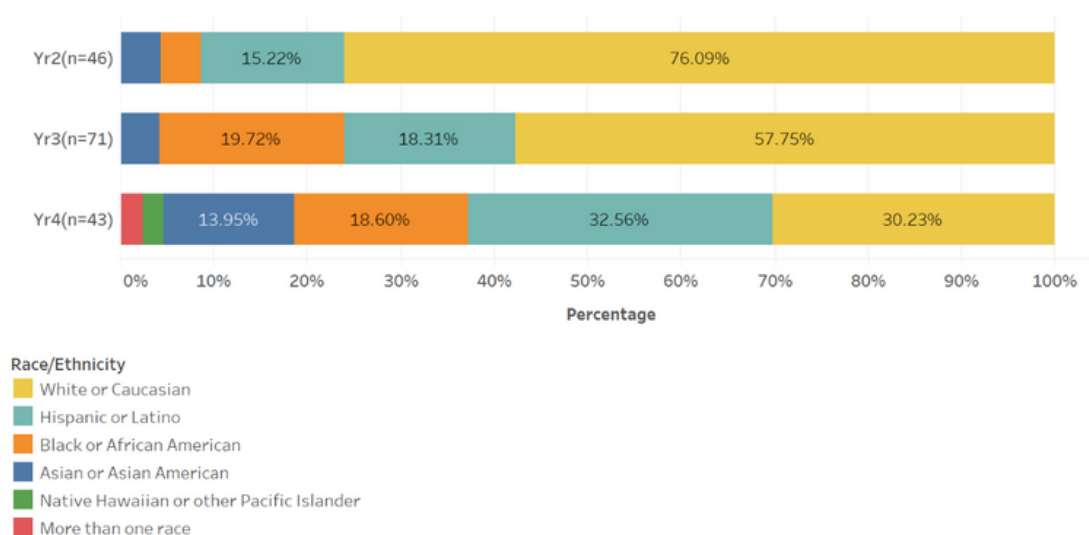


## Student Demographics in CLICK (Race and Ethnicity)

Based on our data spanning four years of student participation from The Connecticut State Colleges & Universities system, we can see increasing numbers of minority students participating in our CLICK projects with varied distributions across campuses. In the assessment surveys, we asked all US/CT students to identify their race/ethnicity. In the pre survey of all four years, we had n=160 students who answered the race/ethnicity questions with 56% of students self-identified as white and 44% of students identified themselves as “non-white”. The “white” included students who self-identified themselves as White or Caucasian, and “non-white” included students self-identified in one of the stated categories Black or African American (15%), Hispanic or Latino(21%), Asian or Asian American(7%), Native Hawaiian or another Pacific Islander(0.6%), and 1 student indicate he/she has more than one race/ethnicity.



When we looked at the data across years and by different Connecticut campuses, the results demonstrated that our CLICK projects attracted students from underrepresented minorities across different campuses. By looking at the data across different years, in year 2 (n=46), the majority of the students (76%) enrolled in the CLICK projects were white. Year 3 (n=71), around half of the students self-identified as white. However, in year 4 (n=43), the majority of students self-identified as non-white (~70%) which included 32% identified as Hispanic or Latino, and around 19% identified as Black or African American.



2021

# CONCLUSIONS

In working with community and technical colleges, Gazelle International strives to demonstrate our vision for student achievement with both quantitative and qualitative feedback, both good and bad.

We use these data-driven metrics to keep teacher training and support up-to-date and responsive to the challenges and opportunities of virtual exchange. After sharing feedback from our work with our teaching partners and their students, we also look forward to taking their experiences with CLICK into account and building on them as we continue to develop robust internationalization strategies at the institutional level.

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