

ASSESSMENT 101

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INTRODUCTION AND CONTENTS

- Introduction to Session
- Paper Survey Results
- Introduction to Evaluation and Assessment
- Benefits of Online Evaluation, Abroad101
- Case Studies of Austin College and OK State
- Assessment beyond Evaluation
- Sample Nationwide Evaluation Data
- Data Analysis Discussion and Q&A



PAPER SURVEY RESULTS

Pass the time, complete me while you wait for us to start ☺

- | | | |
|---|--|--------|
| 1. Do you currently have an evaluation for students to fill out after they return from study abroad? | Yes | No |
| 2. If yes, is it a paper or online evaluation? | Paper | Online |
| 3. What happens to the evaluation?
A. Made available to students
B. Advisors read evaluations
C. Put on the internet
D. None of the above | 6. Do you aggregate your data?
A. Using custom reports
B. With automatic reports
C. Through online dashboards
D. None of the above | |
| 4. Do you require students to complete the evaluation? Yes No | | |
| 5. What percentage of students complete the evaluation?
A. More than 75%
B. Between 50% and 75%
C. Between 25% and 50%
D. Less than 25% | 7. How many students write meaningful qualitative responses?
A. More than 75%
B. Between 50% and 75%
C. Between 25% and 50%
D. Less than 25% | |

On a scale of 1 - 10, how aggravating is it to be filling out this paper evaluation? 1 ... 3 ... 5 ... 7 ... 10





INTRODUCTION TO EVALUATION AND ASSESSMENT

I. PROGRAM KNOWLEDGE

- More than just reciting the facts?
- Personal knowledge skewed towards extremes
 - *“My internship was SO amazing!”*
 - *“I HATED my host family!”*
- Peer-to-peer feedback as major decision-making factor
 - Advisors lack direct personal experience
- Need to connect students with right programs
- Looking for red flags

2. PROGRAM QUALITY

- Many different program types available, including Faculty-led, Exchange, Direct Enrollment, and Third-Party
- How to measure quality and cost effectiveness of various programs?
- How to measure quantitative impact of study abroad?



3. CONTEXT WITHIN HIGHER EDUCATION

- Accountability coming from
 - Government, Accrediting Agencies, University Leadership, Deans, Faculty, Other Study Abroad Professionals
 - (Helicopter) Parents
- Funding, expansion, growth
- Articulating the value of study abroad
 - And helping students do so

4. CHALLENGES OF EVALUATION

- Enormous amount of data collected
- Organizing and tracking data
- Sharing and reporting on data
- Budget and personnel restraints
 - Challenges faced by the One Person Office

PAPER EVALUATION REALITIES

300,000 students
X 6 sheets of paper

1.8 million sheets of paper

That's a LOT of TREES!!

Plus, what are we really doing with all these evaluations, anyways?

So let's do this online!!



A LITTLE BACKGROUND FIRST...

Founded in 2007



OUR MISSION

Abroad101's mission is to promote global citizenship and intercultural understanding by fostering a safer, better-researched, and most-meaningful study abroad experience for as many students as possible.

COLLECTING AND SHARING DATA FROM STUDENTS



Free Online Evaluation Tool



FEEDBACK FORM: SCREENSHOT

Safety and Health Overall

****How adequately were student health issues addressed through your program? ***



****How safe did you feel throughout your program? ***



****Please comment on your above ratings:**

Comment on your host city's overall safety; safety advice for future students; any safety-related incidents. If you had an experience with healthcare, was it easily accessible, how did your program assist you, and how did the local healthcare system compare to what you are used to at home? Were there any prevalent health issues in your host city/country and did you need any vaccines specifically for this program?

Privacy Settings

Allow the following groups to see my full name and photo: *

- Everyone (anyone who visits Abroad101.com)
- All Registered Users (any registered Students, Parents, or Administrators)
- Your University Network (Students, Parents, and Administrators at your school)
- Your Administrator Only

Submit

Save for Later



FEEDBACK FORM: CATEGORIES

- Academics Overall
- Courses
- Language
- Program Administration
- Housing
- Food
- Social and Cultural
- Safety and Health
- Money
- Home Institution Advising (private)
 - + Admin Message
- General Assessment Overall

ABROADIOI: FOR UNIVERSITY ADMINISTRATORS

Add New Students

Student Email Addresses: *

1)

Add multiple email addresses by separating each address with a comma. Note that these email addresses do not have to be your students' official school email addresses.

Add students

2) *Abroad101 Autoremind*s

Feedback Left by Your Students

3) Filter by:

Status: Term: Year:

Program:

Filter

Clear

4) *Data Aggregation, Reporting, and Analytics*

EXAMPLE OF UNIVERSITY REPORT

Overall Educational Experience

My School's Ratings



All Abroad101 Ratings



Ordered by Program, then by Program Date

Student: Jane Doe
Major: English
Year: 2009
Gender: Female
Submitted: 09/09/09



Program: A101 Universitat Bonn Semester: Fall Year: 2008

I learned plenty about Riemann sums, limit theory, and the surface area of dodecahedrons--but after taking several classes on linear algebra and set theory, I realized just how amazing the Bonn University's mathematics department truly is...

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INTRODUCE CASE STUDIES

- Introduction to OK State, Austin College
- History and Present of Evaluations
- Assessment beyond Evaluation
- Making Use of Data
- Articulation
- Special Courses
- Multimedia / Social Media



Oklahoma State University



- Land-grant institution with approximately 22,000 students
- Nearly 2000 international students
- 571 students studied abroad in 2009-2010

- Study Abroad Office opened in 1996
- Currently staffed with 3 professionals, 4 student employees, and one student volunteer
- Reciprocal, Affiliated, Direct Enrollment, Service Learning , NSE Programs
- Primarily summative assessment conducted upon re-entry in paper format until 2008
- On-line evaluations since 2009
- Formative assessment occurs through on-line course while abroad and e-mail/social media contact

Oklahoma State University

Primary Focus of our on-line evaluations:

- Qualitative over quantitative
- Red flag concerns with office procedures as well as exchange partner services
- Risk assessment/safety/office expectations
- Analyzing student expectations and preparations
- Comparative assessment between student face in office and student face on the internet
- Advising tool for student program selection as well as information on programs outside OSU



Assessment



Experience Articulation

- Assessment of activities – cause and effect of behavior and outcome (during and post)
- Assessment thru reflective journaling

“Why am I an African-American female in a country where an African-American is in the highest office, and I still feel like America has a long way to go to uphold civil rights?”

– Valencia Spain September 2010



Oklahoma State University



What skills or traits WILL you obtain from studying abroad?
“Portable” ones that you can take with you anywhere!

Communication skills

Foreign language skills

Flexibility/Adaptability

Resourcefulness

Problem-solving skills

Interpersonal or intercultural skills

Organizational skills

Maturity

Self-confidence

Leadership skills

Quick-thinking skills

Global Mindset



Oklahoma State University

- Assessment of Student Leaders
 - Self-assessment of goals reflected in responsibilities
 - Evaluation of performance – self-evaluation and 360s
 - Evaluation of programs
 - (ex: Academic Success, Study Abroad Floor, Cowboy Cousins)



- Private Liberal Arts College with 1,314 students
- 26 Students have Student Visas
- 68% of our 2010 Graduates study abroad for a term or more
- 31% of the Indian Cultural Association study abroad



- Study Abroad Office opened in the 1950s, but was recently restructured as the Center for Global Learning with the 2009-2014 Quality Enhancement Plan as part of the GLOBE Program Initiative
- Staffed with 4 Professionals & 7 student workers fresh from their sojourn

Austin College



Assessment Tools

The “Re-Entry” Process

1. Abroad101 Survey
2. CCAI Index
 - Cross Cultural Adaptability Index
3. Re-Entry Interview/Debriefing
4. [GS201](#)





Online Survey

- Replaced paper surveys
- Currently used as qualitative assessment, BUT will be used as a quantitative tool later
 - E.g.: Look at how gender & ethnicity affect study abroad
- Used to evaluate student's expectations & preparations
 - Face Value with students
- Resource for prospective (current college) students

think



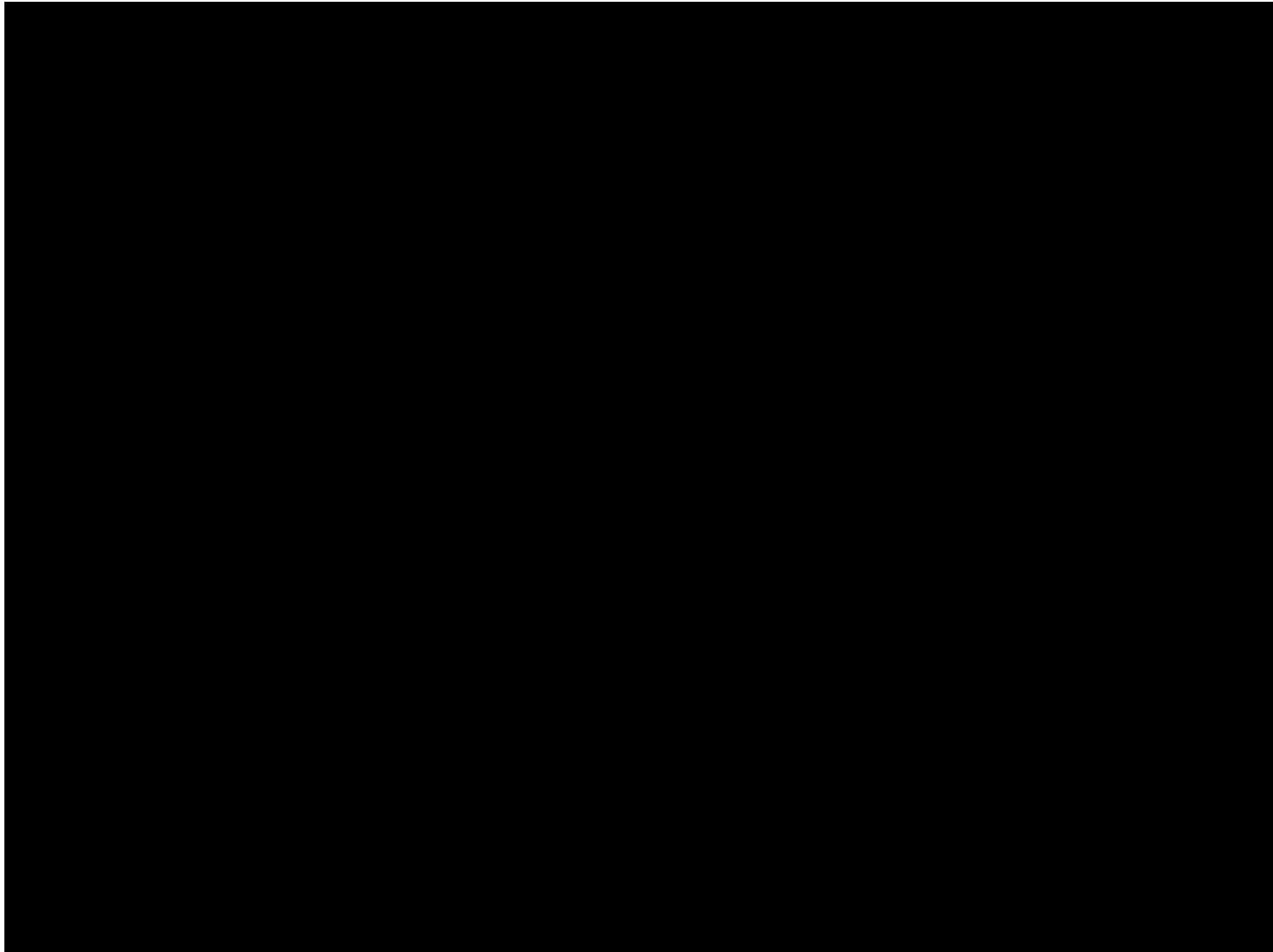
Re-Entry Interviews

- Students must complete the survey **prior** to the interview
- We can't ask every question & the evaluations tell us which questions to ask or get more specific answers
- Part of formative assessment & looking for red flags
- Informative, because not everyone takes our GS201 course & this helps them to further reflect & articulate themselves



- Full credit academic course taken while abroad where students engage in cross-cultural activities on an ongoing basis & report concurrently on their experiences
 - [Digital Story](#): a 300 word story that students write & compile with a selection of their photos from their time abroad to make a 3 minute movie
- “GS201 helps to foster & incorporate reflection directed outwardly to create a comprehensive story instead of empty navel gazing.” – Truett Cates*

Digital Story



EXAMPLES OF SYSTEM-WIDE DATA



SYSTEM-WIDE AVERAGE RATINGS

overall ranking	4.4/5.0	
health	3.5	
cost of living	3.5	
safety	4.4	
social and cultural	3.9	
food	3.9	
housing	4.0	
program administration	3.9	
academic	4.3	
language	3.6	

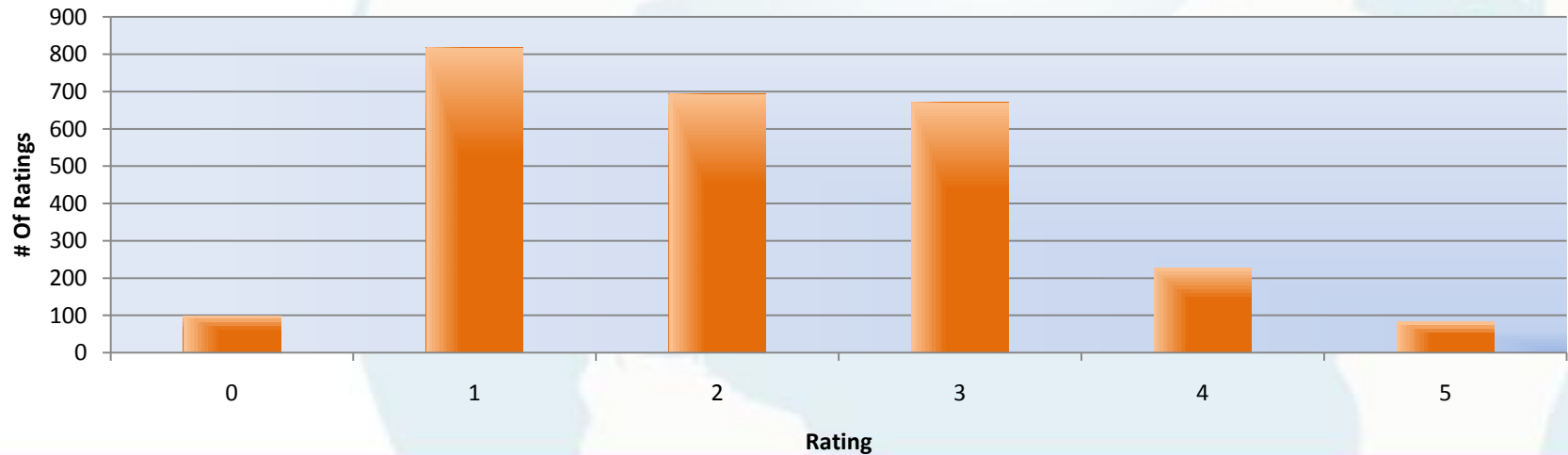
~5,000 Evaluations

CORRELATIONS WITH OVERALL RATING

Health	0.27
Cost of living	0.17
Safety	0.30
Social and cultural	0.53
Food	0.18
Housing	0.25
Program administration	0.30
Academic	0.45
Language	0.17

CULTURE SHOCK BY COUNTRY

- High Culture Shock Rating (with 10+ ratings)
 - China(4), Japan(4), Poland(4), Peru(4)
- Low Culture Shock Rating (with 10+ ratings)
 - Australia(2), UK(2), Mexico(2), Finland(2)



DISCUSSION

- What are your Evaluation and Assessment needs? What hypothesis do you need to test or what do you need to prove to your institutions?
- What types of reports or aggregation of data are you using and how are they valuable?
- Examples of using your assessment data?
 - E.g. changes in process, new allocation of resources
- Other useful tools or ideas for online evaluation

QUESTIONS



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