Best Practices For Assessment and How To Use the Data

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Abroad101 Team



Adam, Jason, Michelle, Marc, Tami, Jenna, Rachel, Danielle, Mike

♦10,000+ Student Reviews



Our Mission

Abroad101's mission is to promote global citizenship by fostering the most meaningful study abroad experience for all students through technology innovation in international education.



What Abroad101 does:

Provides software-as-service tools to institutions of higher education

- Collects comprehensive study abroad program evaluations from students
- Creates comparative reports on their data
- Incorporates a directory of study abroad programs



Austin/College Center For Global Learning Staff









Truett Cates Director of the Center for Global Learning Valerie Roberts Assistant Director for Study Abroad Ashlee Flinn Study Abroad Advisor Mary Buick JanTerm Coordinator



Austin College

- Private Liberal Arts College (Sherman, TX)
- ✤ Approx. 1,300 students
- ✤ 70% of students study abroad
- Center for Global Learning
 - ✤ 4 Staff Members
 - ✤ 6 Student Workers



University of Arkansas Study Abroad Staff



Mandy Prorok, External Programs & General Advisor; Outreach Coordinator



DeDe Long, Director



Jinny Lowe, Secretary



Laura Moix Faculty-Led Advisor and Exchange Coordinator



Bryn Huntpalmer, Graduate Assistant



Jennifer Hatfield, Office Manager



Shunterrance Trammell, Peer Advisor



University of Arkansas

- ✤ 23,000 total student body population
- ✤ 17,247 Undergraduates
- ✤ 2011 Statistics:
 - ✤ 553 Study Abroad Participants
 - ✤ 228 Faculty-led program participants (summer & winter)
 - ✤ 301 Third-party program participants
 - ✤ 24 UA Rome Center Participants



Why Should We Do Evaluation?

Peer Advising

Program Development and Improvement

Track Trends in Study Abroad

Gain Support from Faculty and Administration



What Are Your Goals for Assessment?

University of Arkansas

- ✤ Study Abroad Office Accountability
- ✤ Feedback for Faculty-Led Programs
- ✤ Peer Advising
 - "Outsourced" & "Realpeople"
- ✤ Opportunity to share Experience
- ✤ Gains
 - Thorough knowledge of success, results, improvement needs of Faculty-led programs



Austin College

- ✦ Travel ≠ Experience
- ✤ Reflection
 - ✤ GS201 & Digital Stories
- ✤ QEP
- ✤ Gains
 - Qualitative & Quantitative data
 - Means of Peer Advising



Peer Advising

Understaffed? Take advantage of your study abroad alumni as a valuable resource:

Set up in person peer-advising: Staff

Students value their peers' perspective

Make student evaluations public: Online

Students can use their peer's experience to help them choose a study abroad program





Program Knowledge

Is it 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 is a major decision-making factor

Advisors lack direct personal experience

- ✤ We need to connect students with right programs
- ✤ Look for red flags



Program Development

Office Evaluation

Faculty-led Programs

Pre-Approved Program List





How Do You Collect Evaluations?

✤ Methods:

- Online, Public (Abroad101)
- Online, Private (Survey Monkey, Internal Systems, etc.)
- ✤ Paper
- Does this differ for types of programs?
 - ✤ Faculty-Led
 - Exchange & Direct Enrollment
 - Third Party Provider





University of Arkansas

Austin College

- ✤ Faculty-led programs
 - ✤ Paper, on-site, in class
 - Summary of comments compiled by SA staff
 - ✤ Public archives in office
- Exchange, Direct Enrollment and External Partner Programs
 - Abroad101

- All Semester and Year-Long Students:
 - CCAI (Cross Cultural Adaptability Index)
 - ✤ Abroad101
 - Interview with the Director





How Does the Abroad101 Evaluation Tool Work?

Advisors use the Student Invite tool to send a group email with evaluation link

Students log into Abroad101 to fill out evaluation

Students receive reminder emails every two weeks for three months until they have submitted their evaluation

Evaluations are published on Abroad101.com



Feedback Form Categories

✤ Academics Overall

Social and Cultural

- ✤ Courses
- ✤ Language
- Program Administration
- ✤ Housing
- ✤ Food

- ✤ Safety and Health
- ✤ Money
- Home Institution Advising (private)
- General Assessment
 Overall



Example Evaluation Questions

Language Questions

What was the highest college-level course taken in the language of your host country prior to departure? Intermediate Spanish.

How confident were you in your ability to speak the language of your host country prior to studying abroad?	• ******
How sufficient did your foreign language skills prove to be?	*** ***

Did you use your host language as much as you would have liked to?

Host Country Program Administration

What did your program do to prepare you for your time abroad prior to departure?* We had a general pre-departure orientation, and a short orientation when we got to Barcelona.

If your program held an orientation, how helpful was it?*

• *****

e *****

If your program held an orientation, would you suggest any changes? It would've been nice to have a walking tour of the area around the campus.

Host Country Program Administration Overall

The following questions pertain to your HOST COUNTRY Program Administration (or Faculty Leader, if trip was Faculty-Led). Questions about your home institution study abroad office can be found in the "Home Institution Advising" section below.

**On-site administration of your program: *

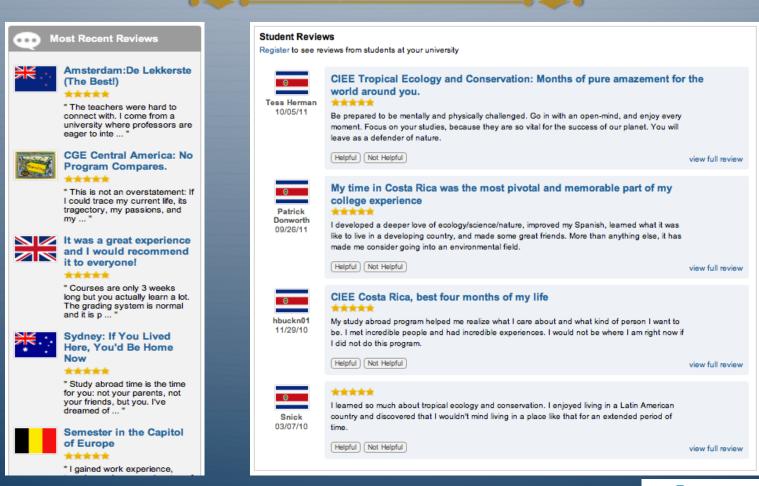
**Please explain the program's strengths and weaknesses: *

Feel free to discuss their accessibility/support services, ability to get things done, knowledge about host country and American higher education, program size, and whether your expectations were met.

The program admin were great, we had awesome weekend excursions around the country! They were really helpful in getting my cell phone set up too.



Published Review

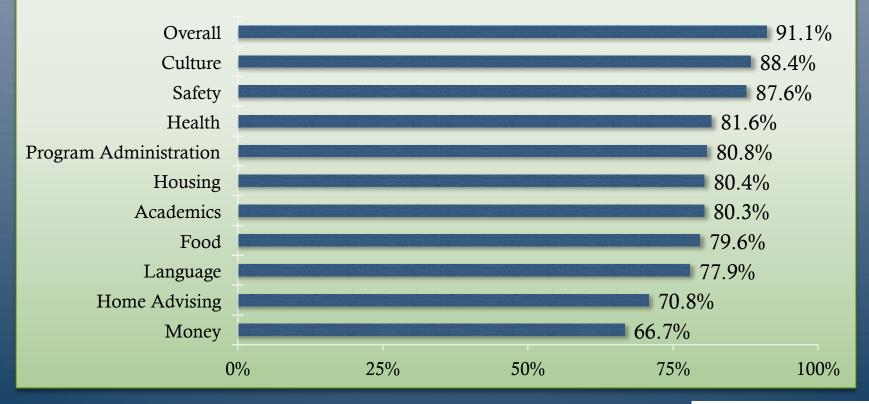




Average Ratings

0-

Abroad101 N= 9000





Correlations

0-

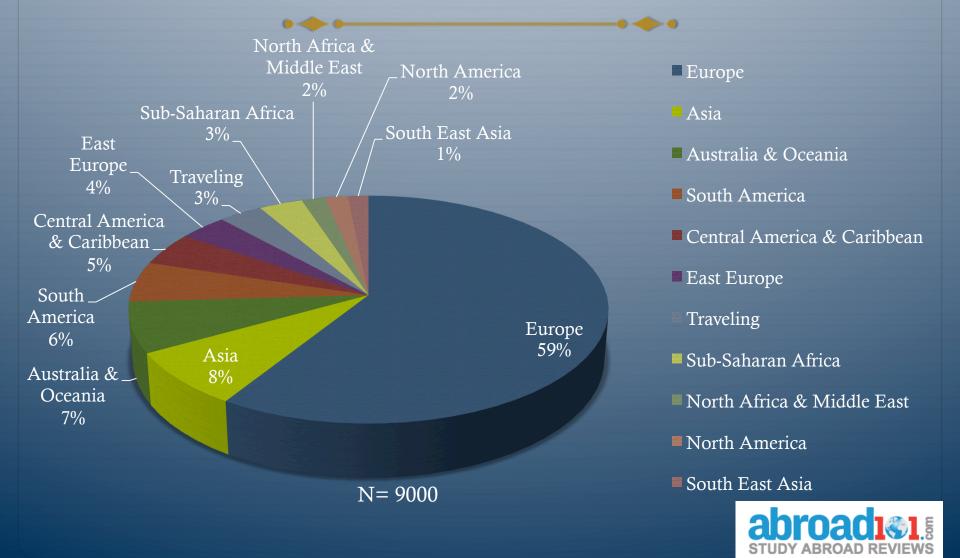
Culture	0.534
Academics	0.489
Program Administration	0.437
Housing	0.384
Safety	0.359
Health	0.344
Food	0.270
Language	0.265
Home Advising	0.243
Budget	0.167

N=9000



Trends in Study Abroad

Where Are Students Going?



Gain Support From Faculty and Administration

Leverage the data collected from students!

- ✤ 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
 - ♦ Within our institutions
 - + For student's professional development
- Strategic Planning
 - Program development & future capital campaigns



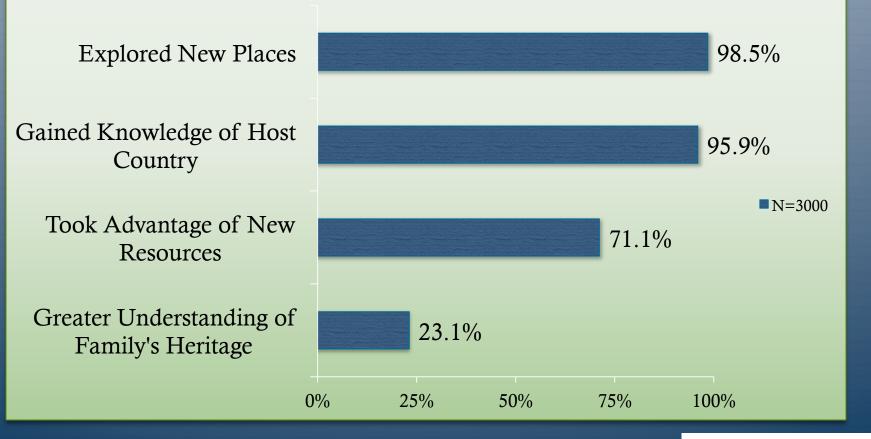


Why Do Students Study Abroad?



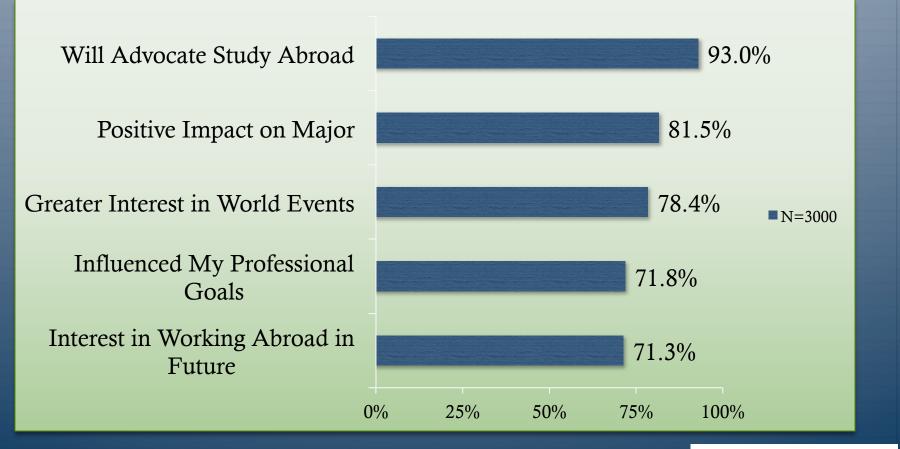


What Did They Learn?



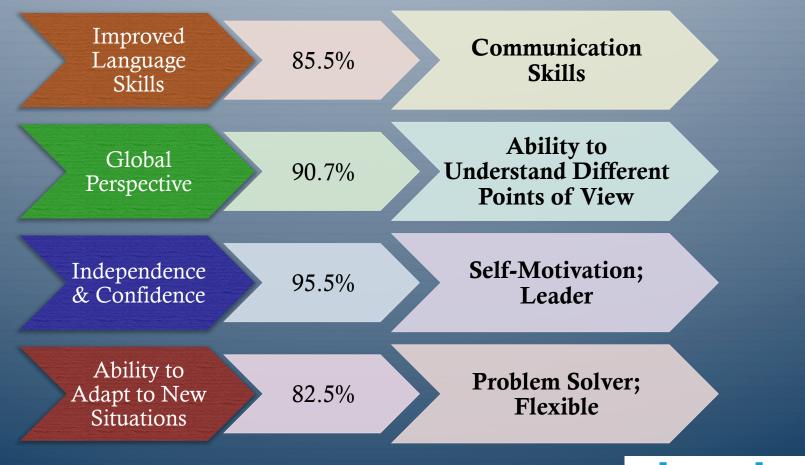


How Did This Impact Their Future?





Transferable Skills





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





How Do You Get Students to Respond?

0-

Are evaluations required by your institution?
Struggling with return rates?
Incentives
Integrate into re-entry programming
Ideas?



Group Discussion

- What are you currently doing?
- ✤ What are the pros and cons?
- Do you have ideas for improvement?
- What are your concerns around evaluation and Assessment?
- How can we measure quality and cost effectiveness of various programs?
 - How can we measure quantitative impact of study abroad?



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