

Customer Satisfaction or Educational Challenge?

Finding the balance:

What is important to our students?

What is important to us?

Assessment vs. Evaluation

- ◆ **Assessment** collects **measurement** data on individual performance or from individual activities.
- ◆ **Evaluation** is the interpretation of scores, statistics, along with other types of information, to formulate a **judgment** or conclusion about the value, quality, merit, etc. of whatever is being evaluated.
- ◆ Cross-culturally can we ask for judgments of “quality”?
- ◆ We **can** ask for indications of how the students **lived** and **benefited** from the experience we structured for them.

End of program Evaluation Forms or Questionnaires seek student feedback regarding :

- ◆ Home campus pre-departure orientation/re-entry facilitation
- ◆ On-site orientation
- ◆ Academic program
- ◆ Student services; program staffing
- ◆ Housing
- ◆ Integration activities
- ◆ The student's personal growth
- ◆ Overall program quality or impact

How effective are we in what we are trying to do?
What are we trying to do?

Forum on Education Abroad Standards of Good Practice

Mission, Policies and Procedures

The Organization has a formally adopted mission statement for its overall operations and for its individual Education Abroad Programs (EdAP) that is known to and accepted by its faculty and staff.

- a. Mission and Commitment : the organization has a mission statement appropriate for each EdAP.
 - i. Does the organization have a mission statement for its EdAPs? If so, what is it?
 - ii. Does each EdAP have a vision, mission, and/or objectives? If so what are they?
 - iii. Does the organization clearly define expected outcomes?

Goals and Outcomes

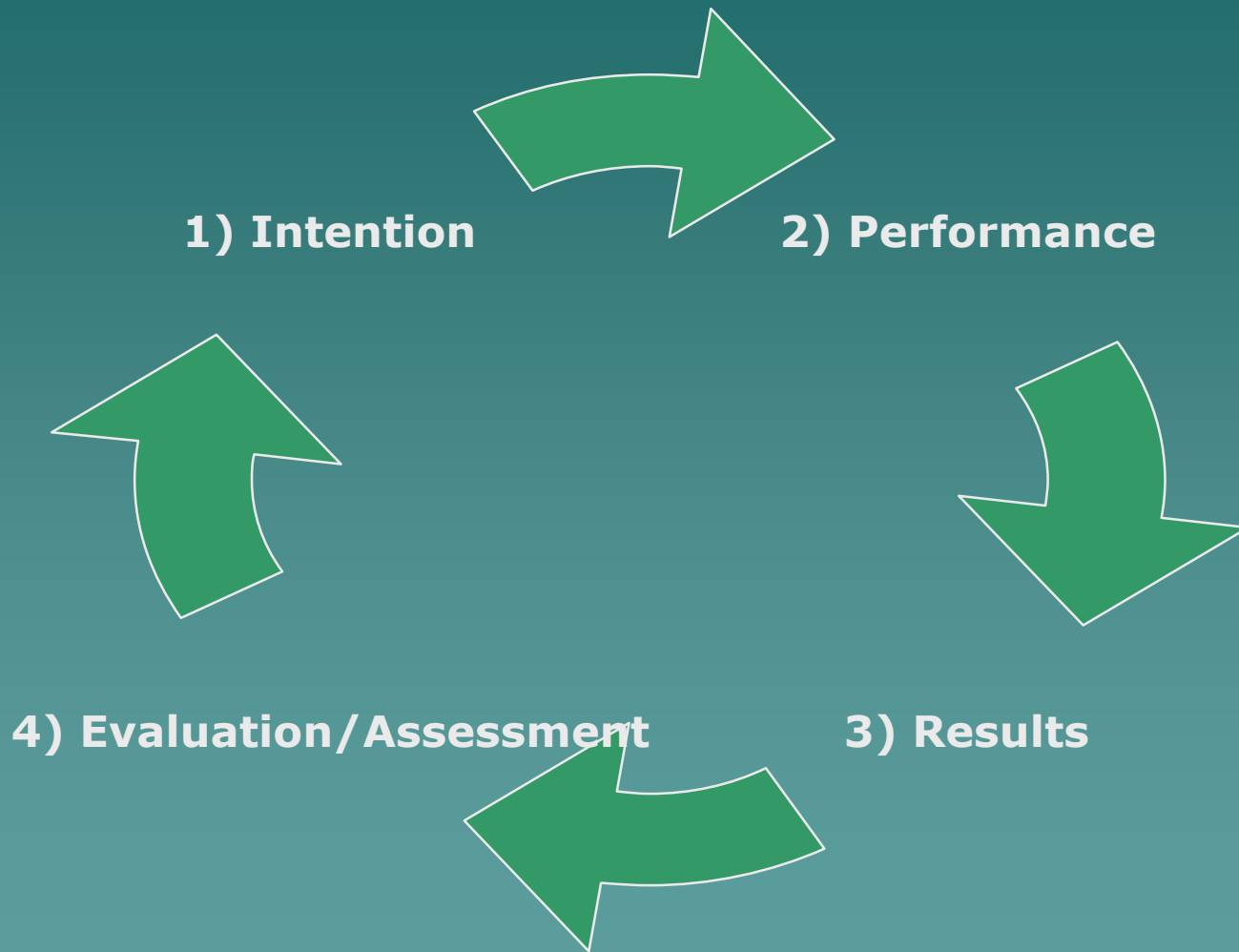
- ◆ **Goal** : Broad concept to strive for.

Examples : language proficiency, cultural integration

- ◆ **Outcome** : The development of specific abilities, knowledge, values, attitudes.

Examples : listening comprehension, the number and richness of friendships formed abroad

Meaningful Questioning Completes a Circle



The Ideal Questionnaire

The **ideal questionnaire** has at its core a clear vision of what the program is trying to achieve.

Its questions reflect:

- ◆ **Intention:** The goals of an ideal program?
- ◆ **Performance:** What that ideal program should do or provide?
- ◆ **Results:** What are the ideal outcomes?
- ◆ **Evaluation/assessment :** What does the ideal student* gain from the experience and how?

It allows us to answer the key question:
Do the results match the intention?

**Criteria for the ideal student : motivation, attitude, investment, effort, performance, growth*

Exercise in awareness and responsibility for the program . . . and for the students, as well

The end of term evaluation process influences the recording of the student experience on paper and in memory, for better or for worse.

The ideal questionnaire gives students the occasion to :

- ◆ Recognize the value of their study abroad experience and why;
- ◆ Place their personal academic and cross-cultural experience within the context of specifically stated program goals;
- ◆ Reflect on their own ability or motivation to seize the opportunities provided;
- ◆ Assume responsibility as creators of their own experience.

Evaluating the questions themselves:

- ◆ In what way is the question/answer meaningful to the program or to the home university?
- ◆ Does the question elicit the judgment of an empowered-consumer?
- ◆ Are program goals and desired outcomes inherent in the question?
- ◆ Is the responsibility of the student implicated in the evaluation of the experience?
- ◆ Are the standards of evaluation cross-culturally sensitive or weighted by US standards or expectations?
- ◆ Does the question invite criticism or negativity or simply leave room for student comments?

Overall Program : Quality and Impact

Example I

- ◆ How do you rate the program ?
- ◆ Any suggestions for improvement ?
- ◆ Any elements of the program that you would **not** change?

Example II*

- ◆ Overall, how worthwhile was your study abroad experience?
- ◆ What was the best part?
- ◆ What was the worst part?

*Sliding scale from 1-5 (from Very Worthwhile to Not Very Worthwhile)

Overall Program : Quality and Impact (cont.)

Example III*

- ◆ The program was well-organized
- ◆ Program staff members were reasonably accessible
- ◆ Each portion of the program built upon previous portions
- ◆ Communication about program changes, activities, etc. was timely and clear.
- ◆ I was able to use resources made available by the program
- ◆ I was able to make valuable contacts in host communities outside the formal program structure
- ◆ Support was available to me when I needed it
- ◆ I did the best to get the most out of my experience
- ◆ I was able to learn from others in the group whose experience was different from my own
- ◆ I would recommend this program to future students

*Sliding scale 1-5 (from Agree Strongly to Disagree Strongly)

Overall Program : Quality and Impact (cont.)

Example IV*

Rate the amount of growth you experienced in the following areas:

- ◆ Understanding of different cultures
- ◆ Different perspective on American culture
- ◆ Greater understanding of the US in world affairs and history
- ◆ Different perspective on your ethnic heritage
- ◆ Understanding of your faith
- ◆ Self-awareness
- ◆ Maturity and self-confidence
- ◆ Interpersonal skills and the ability to adapt
- ◆ Intellectual development in the liberal arts

*Sliding scale from 1-5 (from Great Growth to No Growth and Not Applicable)

Academics

Example I

In comparison to home university courses, the courses at your program:

- ◆ Were more difficult
- ◆ Were about the same
- ◆ Were easier
- ◆ Required more study time
- ◆ Required the same amount of study time
- ◆ Required less study time

Academics (cont.)

Example II

- ◆ How many hours a week did you spend outside of the classroom on coursework?

Please rate the following*

- ◆ Overall quality of teaching
- ◆ Overall quality of the course content
- ◆ Overall integration of intercultural experiences to academic courses

*Sliding scale 1-4 (from Very Good to Poor)

Please compare the following to your home campus*

- ◆ Degree of independent learning required
- ◆ Difficulty of grading scale
- ◆ Academic resources (library, reference materials, study space, technology)

*Sliding scale 1-5 (from Much More to Much Less)

Academics (cont.)

Example III

Please rate each course according to the following criteria:

- ◆ Quality of the course*
- ◆ Appropriateness of exams/assignments*
- ◆ Level of difficulty as compared to home university course**

*Sliding scale 1-5 (from Exceptional to Poor)

**Sliding scale 1-3 (from More Difficult to Less Difficult)

Rate the professor*

- ◆ Quality of instruction
- ◆ Attitude towards students
- ◆ Accessible to students?

*Sliding scale 1-5 (from Exceptional to Poor)

Additional comments:

Housing

Example I

- ◆ Should we continue to use this housing situation?

Example II

- ◆ Would you recommend that we retain this family in the future? If not, why not?
- ◆ On a scale from one to ten, ten being the highest, how would you rank your host family?
- ◆ What were the positive and negative aspects of your stay with this host family?

Housing (cont.)

Example III*

- ◆ Homestay enhanced my learning about the culture*
- ◆ My homestay family included me in their daily life
- ◆ My homestay family provided a welcoming environment

*Sliding scale 1-5 (from Agree Strongly to Disagree Strongly)

Housing (cont.)

Example IV*

Please rate the following aspects about the living arrangements:

- ◆ Location (safety, accessibility to transportation and sites of interest, etc.)
- ◆ Building staff (hotel staff, landlords, host family, etc.)
- ◆ Place for spiritual worship
- ◆ Meals (variety, quality, quantity or provisions for independent eating)

*Sliding scale from 1-5 (from Very Good to Poor and Not Applicable)