

# **Longitudinal Study & Resulting Learning Outcomes Assessment of Exchange Programs**




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**On the Agenda Today**



- Longitudinal Report: 1993-2007
  - Scope & Methodology
  - Quantitative Results
  - Qualitative Results
  - Recommendations
- Learning Outcomes
- Discussion

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**UNCG at a Glance**



- 17,000 students from 49 states & 70+ countries (13,200 undergraduates)
- Public, doctoral-granting, research-intensive
- Focus on Exchange Programs

Joseph M. Bryan School of Business & Economics

- Largest of UNCG's six professional schools
- Accredited by AACSB International
- 2,400 undergraduate; 300 graduate students

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**Question for You:**  
**Where are you with study abroad assessment?**



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**Longitudinal Report 1993-2007**



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## Scope & Methodology

### UNCG Post Study Abroad Survey (green handout)

#### Purpose:

- (1) to gather detailed information to be better able to advise future study abroad students
- (2) to research the impact our study abroad programs have on students several years after they return

## Scope & Methodology

#### Survey Recipients:

- all Bryan School students who had participated in an **exchange** program (since 1993)
- and*
- who had either graduated *or* were inactive as of spring 2007

## Scope & Methodology

#### First round: paper survey

- Total # sent: 306
- Total # completed: 93

#### Second round: online version of the same survey

- Total # completed: 33

→ **Response Rate:** 126 of 295, or **42.7%**.

## Quantitative Results

1. Overall Program
2. Reasons and Goals
3. Importance of Certain Factors
4. Intercultural Engagement
5. Program Impact

## Quantitative Results

#### Profile of Respondents

- 30 universities in 13 countries
- 13 academic years (fall '93 to spring '06).
  - 38 students studied abroad for a full year
  - 35 during a fall semester
  - 53 during a spring semester



## Quantitative Results

### 5. Program Impact

Please rate the amount of growth you experienced in the following areas:	G.G (4)	M.G (3)	L.G (2)	N.G (1)	N/A	Ave.
Understanding of different cultures	70%	25	3	1	1	3.66
Interpersonal skills and the ability to adapt	69	25	4	1	1	3.64
Maturity and self-confidence	69	25	6	1	2	3.62
Self-awareness	67	22	8	1	2	3.59
Different perspective on American culture	54	35	7	2	2	3.44

G.G= Great Growth  
L.G = Little Growth

M.G= Moderate Growth  
N.G= No Growth

## Quantitative Results

### 5. Program Impact (cont.)

Please rate the amount of growth you experienced in the following areas:	G.G (4)	M.G (3)	L.G (2)	N.G (1)	N/A	Ave.
Ability to communicate in a foreign language	38	26	11	5	20	3.25
Understanding of the U.S. in world affairs & history	36	41	18	2	2	3.14
Intellectual development in business coursework	24	42	26	3	4	2.91
Different perspective on your ethnic heritage	17	30	18	14	20	2.61
Understanding of your faith	11	14	20	14	39	2.37

G.G= Great Growth  
L.G = Little Growth

M.G= Moderate Growth  
N.G= No Growth

## Qualitative Results

1. Academic Program
  - 1.1. Classes
  - 1.2. Educational System
  - 1.3. Preparation
2. Suggestions for Intercultural Engagement
3. Additional Comments

## Qualitative Results

- Five open-ended questions at the end of the survey
- 119 of 126 respondents filled out one or more of open-ended questions
- 32 pages of 12 point font single-spaced comments

## Qualitative Results

### 1. Academic Program

- *If a particular course or courses were outstanding or unsatisfactory, please feel free to comment.*
- *What differences did you find between learning abroad and learning at UNGC (difficulty of classes, amount of work, approachability of professors, additional academic assistance)?*
- *What level of academic preparation (and foreign language proficiency, if applicable) would you recommend to others considering your program/university?*

## Qualitative Results



### 1.1. Academic Program: Classes

- eye-opening, outstanding, phenomenal, well-taught, exciting and intellectually stimulating
  - disappointing, awful and not satisfactory
- regardless of country or program

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## Qualitative Results



### 1.1. Academic Program: Classes

- *"I think the opportunity to study Business in the Spanish language was invaluable in my understanding of the language since most of the students in my classes were native Spanish Speakers."*
- *"The courses were good. They were not hard or demanded a lot of work but they really taught a lot about the culture. I learned more on the excursions and just being there."*
- *"The option to take classes to improve German language skills along with other international students made the experience of learning in a different language less stressful."*

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## Qualitative Results



### 1.2. Academic Program: Educational System

- inapproachability of professors (higher level of respect)
- Some found this off-putting, others welcomed the challenge:
- *"Your education is what you make of it. The professors were always available if you needed them."*
  - *"If you are a serious student, it will be recognized."*

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## Qualitative Results



### 1.2. Academic Program: Educational System

- All students found it necessary to study more independently
- Final grade was often based solely on one exam
- Even though attendance was not mandatory, students highly recommended it

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## Qualitative Results



### 1.2. Academic Program: Educational System

- More diversity in the classroom:
  - Fellow students were sharper and more stimulating
  - Appreciated being able to learn from diverse nationalities

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# Learning Outcomes

## Measuring Learning Outcomes

### quantitative data

- # of students/internships abroad
- graduation/persistence rates
- GPA comparisons
- Pre-and post tests, e.g. inventories *Cross-Cultural World-Mindedness Scale, IDI, etc.*
- Foreign language tests

### qualitative data

- Portfolios (*cf. ACE website for detailed instructions*)
- Exit interviews
- Open-ended questions on satisfaction survey
- One-minute essay (*what did you learn abroad?*)

## Activity 2

### What knowledge, attitudes and skills do our students need?

Please take a few minutes to discuss this in small groups.  
See handout from ACE – blue handout

# Learning Outcomes

## We chose:

**Objective:** Students can consider and explain the impacts of cultural sensitivity in global environments

**LO 1:** Students will be able to demonstrate movement from being sympathetic to being empathetic toward people from other culture (i.e. cultivate world-mindedness).

- Assess with Der-Karabetian's CCWM Scale (*yellow handout*)
- Once a year; compare to non-SA control group

**LO 2:** Graduation and persistence rates, and GPAs at graduation will be in line with non-SA students.

# Learning Outcomes

## Persistence Rates: School-Level

Cohort	SOAR Cohort	SA Cohort	Fall 2 SOAR	Fall 2 SA	Fall 2 Diff	Fall 3 SOAR	Fall 3 SA	Fall 3 Diff	Fall 4 SOAR	Fall 4 SA	Fall 4 Diff
1998	281	17	43	100.0	37.0	46.8	196.1	45.3	43.8	92.4	38.6
1999	272	20	48	95.0	27.0	51.8	85.0	33.2	49.3	80.0	30.7
2000	225	14	39.1	100.0	30.9	37.5	100.0	32.4	43.9	92.9	49.0
2001	233	18	46.3	94.4	28.3	45.5	66.7	21.2	43.3	77.8	34.5
2002	271	18	59.8	94.4	34.6	45.4	72.2	26.8	41.3	77.8	36.5
2003	288	18	60.4	94.4	34.0	45.5	66.7	21.2	43.3	77.8	34.5
2004	294	19	45	100.0	35.0	45.9	100.0	54.1	42.5	94.7	52.2
2005	327	26	61.5	100.0	38.5	48.3	92.3	44.0	43.7	92.3	48.6
2006	388	6	84.4	100.0	35.6	47.5	100.0	52.1			
2007	364	1	62.9	100.0	37.1						

Cohort: First term and semester for First time Freshman Students  
SOAR Cohort: Number of first time Freshmen entering this term (this includes the SA Cohort)  
SA Cohort: Number of students who studied abroad from the SOAR Cohort  
Fall 2 SOAR: Percent of students who returned to the same School from their first semester major  
Fall 2 SA: Percent of SA students who returned to the same School from their first semester major

# Learning Outcomes

## Graduation Rates: School-Level

Cohort	SOAR Cohort	SA Cohort	4 YR ALL	4 YR SA	4 YR Diff	5 YR ALL	5 YR SA	5 YR Diff	6 YR ALL	6 YR SA	6 YR Diff
1998	281	17	23.1	52.9	29.8	36.7	88.2	51.5	39.1	88.2	49.1
1999	272	20	30.9	35.0	4.1	42.6	85.0	42.4	45.6	85.0	39.4
2000	225	14	27.6	71.4	43.8	40.9	100.0	59.1	42.7	100.0	57.3
2001	233	18	25.3	66.7	41.4	35.2	77.8	42.6	37.8	77.8	40.0
2002	271	18	21.4	55.6	34.2	38.7	72.2	37.5	37.6	83.3	45.7
2003	288	18	19.1	44.4	25.3	33.0	63.3	39.3			
2004	294	19	20.7	68.4	47.7						

Cohort: First term and semester for First time Freshman Students  
SOAR Cohort: Number of first time Freshmen entering this term (this includes the SA Cohort)  
SA Cohort: Number of students who studied abroad from the SOAR Cohort  
4 YR ALL SOAR: Percent of students who graduated in original school as their first semester  
Fall 2 SA: Percent of SA students who graduated in original school as their first semester

# Learning Outcomes

## GPA at Graduation: Comparison

Cohort	SOAR Cohort		4 YR All		4 YR SA		5 YR All		5 YR SA		6 YR All		6 YR SA	
	SA	SA	ALL	SA	ALL	SA	ALL	SA	SA	ALL	SA	ALL	SA	
1998	281	17	3.13	3.41	0.28	3.03	3.28	0.25	2.99	3.28	0.29			
1999	272	20	3.05	3.33	0.28	2.98	3.13	0.15	2.95	3.13	0.18			
2000	225	14	2.97	3.16	0.19	2.86	3.06	0.20	2.84	3.06	0.22			
2001	233	18	3.07	3.32	0.25	2.94	3.23	0.29	2.92	3.23	0.31			
2002	271	18	3.03	3.08	0.05	2.89	3.03	0.14	2.83	3.02	0.19			
2003	288	16	3.09	3.25	0.16	2.96	3.22	0.26						
2004	294	19	3	3.21	0.21									

Cohort: First term and semester for First Time Freshman Students  
SOAR Cohort: Number of first time Freshmen entering Bryan this term (this includes the SA Cohort)  
SA Cohort: Number of students who studied abroad from the SOAR Cohort  
4 YR All SOAR: GPA of students who graduated in Bryan of original cohort  
Full 2 SA: GPA of study abroad students who graduated in Bryan of original cohort

# Discussion



# About the Presenter

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To access the content of today's presentation, please visit  
<http://www.uncg.edu/bae/studyabroad/presentation.html>

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