

#### **Measuring Impact:**

## Learning from Evaluations to Assess Study Abroad Outcomes

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Deutscher Akademischer Austausch Dienst German Academic Exchange Service

#### **Measuring Impact: Evaluating Program Areas**

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- ► The world's largest agency for international academic cooperation and exchange
- ► Self-governing association of German universities
- ► National agency for EU programs (Erasmus, Leonardo ...)
- ► Funded mainly by German government (77%) and EU (17%)
- ► Budget 2009: €365 million / US\$ 485 million (+ 20%)
- ► 57,000 individuals (22,000 Germans / 35,000 foreigners) supported under some 200 programs (plus 29,000 under EU programs)
- ► All academic levels, all disciplines, all countries





#### **Scholarships** for foreigners

Supporting future foreign elites at German universities and research institutes

71 mio euros

#### **Scholarships** for Germans

Supporting future German leaders in their studies and research abroad (including ERASMUS)

84 mio euros

#### Internationalisation of German universities

Increasing the international appeal of German universities and promoting the international dimension in German higher education

60 mio euros

## Promoting German Studies and the German language abroad

Promoting the German language and German Studies at foreign universities

38 mio euros

## Educational cooperation with developing countries

Promoting academic, economic, and democratic development in developing and reform countries

51 mio euros



#### A Comprehensive Evaluation and QA Concept

- ► Selection committees for awards and extensions
- ► Questionnaires for all grantees and their supervisors
- Evaluation of individual programs
- Since 2004: program area evaluations
  - Include smaller, special programs
  - Compare impact across regions, target groups, program designs
  - Measure impact for achievement of political goals
  - Advice for program planning





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- ► External evaluators identified by public tender
- ► Steering committee: experts, government departments, DAAD staff members
- ► Using regular surveys of grantees and supervisors
- Special surveys of current and past grantees
- Interviews of German and international experts, actors, partners
- ► Case studies for specific areas, target groups etc.





- ▶ 96% of grantees very satisfied (67%) or satisfied with overall outcome / Best scores for North America and Australia
- Critical for success: Academic motivation for the choice of host university and program Good supervision and counseling at host institution Frequent contact with faculty and fellow students
- ► Frequent problems: High cost of living (41%; North America, W Europe) Housing (16%; North America) Bureaucracy in host country (11%; E Europe, Africa, Middle East) Insufficient contact with locals (11%; Asia and W Europe)





DAAD scholarship (national competition)
Erasmus (agreements between institutions, little selectivity)
ISAP (DAAD program, inter-inst'l agreement, decentralized selection)

	DAAD	ISAP	ERASMUS
Host country culture	95	95	93
Language skills	91	95	95
Career prospects	86	94	77
Contact to locals	82	82	95
Specialized training	74	71	50





#### What was the stay abroad useful for?

- ► Understand host country culture: 95%
- ► Improve language skills: 94%
- ► New intellectual approaches: 91%
- Improve academic and professional skills: 88%
- ► New perspectives on Germany: 84%

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- ► Making contacts with foreign scholars: 55%
- ▶ Best scores for stays in North America
- ► NO significant differences for shorter stays (< 3 months) EXCEPT for language skills and perspectives on Germany





- ▶ 94% remain in touch with host country
- ▶ 53% of German DAAD alumni have subsequently lived abroad for more than three months (average total: 30 months)
- ► 58% not (only) in host country



#### Findings: How Did It Affect My Career?

- ► 41% work in academia 35% in industry
- ► More than 50% frequently use the qualifications acquired abroad in their jobs (75% for language skills, 50% for cultural expertise)
- ► 83% mention a positive impact of their stay abroad on getting their first jobs, 65% on their current responsibilities
- ► Much stronger effect (~ 20 points) than for former ERASMUS participants





- ► A high degree of overall satisfaction (> 90%)
- ► Main benefits (on a scale of 1 to 6): Training in skills not available in home country (5.38) Better German language skills (5.19) Understanding German culture (5.19) Professional contact with Germans (5.07) General contact with Germans (4.73)
- ► Strong impact on subsequent careers (4.8) and professional responsibilities (4.5), much less on income (3.4)
- Only a minority achieve senior leadership positions





- ► Most alumni like Germans and life in Germany from infrastructure, environmental attitudes and culture (very much) to attitudes towards foreigners and children (less so, but still largely positive)
- Most speak and read German frequently
- ► 50% have professional contacts with German institutions and companies
- ► In these respects, NO significant differences between longer and shorter stays
- ▶ 25% of surveyed alumni had lived in Germany (> 2 months) before their DAAD grant





For further information:

www.daad.de (international website) www.daad.de (North American website)

**Evaluation results are published (in German) in the series** "Dokumentationen & Materialien", available through DAAD



#### Opening Minds to the World®

#### Measuring Impact: Learning from Evaluations to Assess Study Abroad Outcomes

#### Robert Gutierrez

Manager of Research and Evaluation Institute of International Education (IIE)

Tuesday, May 26, 2009 NAFSA Annual Conference Los Angeles, CA

#### **Overview**

- A brief introduction to the Institute of International Education (IIE)
- Application and use of evaluations and assessments for study abroad experiences
- RISE evaluation as a case study

#### **About the Institute**

- Administers the Fulbright Fellowship Program on behalf of the U.S. Department of State, in cooperation with Embassies and Fulbright Commissions
- Manages over 200 programs
- Serves 20,000+ students, teachers, scholars, and professionals in 175 countries annually
- Runs the IIENetwork: a global resource for 4,500 professionals at 1,000 member institutions
- Collects and disseminates data on international student mobility via *Open Doors* and *Atlas*, and provides resources and information on study abroad



## Application and use of evaluations and assessments for study abroad experiences



# Why bother with evaluations? The application of evaluations and outcomes assessments

• The need to measure impact and outcomes at the individual, institutional and "knowledge environment level"

Source: Tsapogas, J. (2008). "Developing Evaluation Approaches to International Collaborative Science and Engineering Activities." Research Triangle Park, NC: Sigma XI, available at www.sigmaxi.org/programs/global.

- The need to ensure program efficiency, effectiveness and (if desired) improvement based on measured variables
- Accountability is vital for all sectors and targets!



#### How does one do it?

- Some quantitative and qualitative methods of program evaluations can include:
  - Surveys and logitudinal data
  - Comparative case studies
  - Interviews and focus groups
  - Observations and judgments

INTERNATIONAL

RISE evaluation as a case study



## IIE White Paper, No. 5: Promoting Study Abroad in Science and Technology Fields

#### Key Stats from 2007/08

- A record high 623,000 international students were studying in the U.S., and 39% in the STEM fields.
- Among international scholars in the U.S., 70% were specialists in the STEM fields.
- U.S. students in the STEM fields study abroad but at lower rates than the UG higher ed. population (16% vs. 26%)



Available as a free download at: www.iie.org/StudyAbroadCapacity

Source: Open Doors 2008. New York: Institute of

International Education

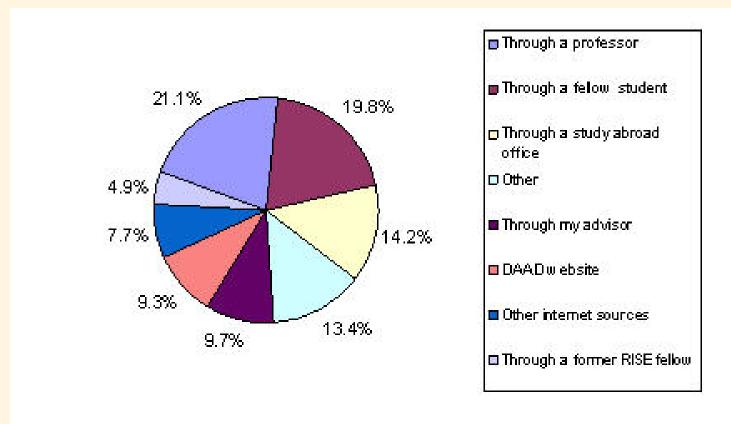
IIE was commissioned by the DAAD to conduct a long-term evaluation of its Research Internships in Science and Engineering (RISE) Program.

#### The DAAD was interested in assessing:

- motivations for intern and mentor participation;
- personal and professional impacts of the program;
- impact on academic and career path in the science and engineering fields;
- impact on intercultural and international research skill sets; and
- effectiveness of program administration and placement.



#### How Did You First Find Out About RISE? percent responding

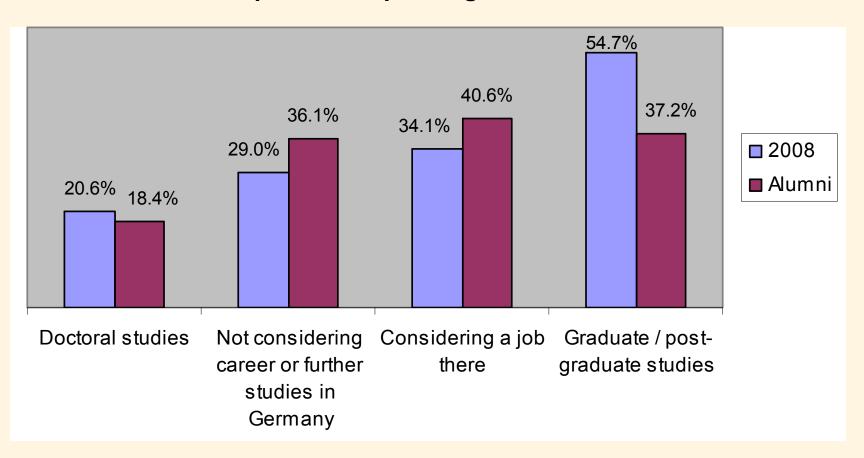


#### Level of Satisfaction with Internship Components 2008 Cohort, percent responding

3) 3)	Strongly disagree	llicadree	Neutral	Agree	Strongly agree	Not applicable	
I was satisfied with the amount of practical, hands-on work I took part in.	1.9% (4)	4.7% (10)	6.1% (13)	31.8% (68)	55.1% (118)	0.5% (1)	← 87% agreed
I was satisfied with the scope of my responsibilities during the internship.	2.3% (5)	6.1% (13)	10.7% (23)	40.7% (87)	39.7% (85)	0.5% (1)	
I was satisfied with the level of rigor of the research I took part in.	1.9% (4)	10.3% (22)	13.1% (28)	40.7% (87)	33.2% (71)	0.9% (2)	
I was satisfied with my work relationship with my mentor/supervisor.	3,3% (7)	4.7% (10)	6.5% (14)	20.1% (43)	63.6% (136)	1.9% (4)	← 84% agreed
The research project I selected matched the original description and focus.	1,9% (4)	5.6% (12)	10.3% (22)	44.4% (95)	37.4% (80)	0.5% (1)	
My overall expectations of the internship were fully met.	1.9% (4)	6.1% (13)	14.5% (31)	35.0% (75)	41.6% (89)	0.9% (2)	← 77% agreed



#### Interns' Perspectives on Returning to Germany 2004-2008 Cohorts, percent responding





#### **Motivating Factors for Mentors' Participation percent responding**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Not applicable		
Gaining an additional intern with strong qualifications	2.0% (5)	7.3% (18)	21.6% (53)	40.4% (99)	28.2% (69)	0.4% (1)	<b></b>	69% agreed
Wanting to secure a competent research assistant	2.5% (6)	13.1% (32)	29.1% (71)	35.2% (86)	16.8% (41)	3,3% (8)		
Having the opportunity to build ties with intern's U.S. or Canadian home institution/company	4.5% (11)	15.9% (39)	29.4% (72)	32.2% (79)	17.1% (42)	0.8% (2)		
I/we wanted to acquire improved English skills through conversation with intern.	6.1% (15)	8.6% (21)	15.2% (37)	33.2% (81)	35,2% (86)	1.6% (4)	-	67% agreed
There would be no significant financial costs to our company/institution.	4.5% (11)	13.6% (33)	28.4% (69)	33.3% (81)	16.5% (40)	3.7% (9)		
The fact that the program took place during the summer months was important.	23.3% (57)	33.5% (82)	26.5% (65)	7.8% (19)	7,3% (18)	1.6% (4)		
The fact that arrangements for the program were handled by DAAD was important.	2.4% (6)	9.0% (22)	21.2% (52)	33.5% (82)	33.5% (82)	0.4% (1)	-	67% agreed
Wanting to add an international component to my resume	6.5% (16)	14.3% (35)	33.1% (81)	30.6% (75)	11.8% (29)	3.7% (9)		
Wanting to increase my supervisory experience	2.0% (5)	4.1% (10)	9.4% (23)	38.4% (94)	44.9% (110)	1.2% (3)	-	98% agreed



#### Selected Student Intern Comments on Impact of the RISE Program on Personal Competencies

- "It forced me to take more initiative in my work and it gave me more responsibilities. It proved to me that I can handle a position in a lab and hold my own."
- "It improved my self-confidence and ability to work in different environments and on different projects."
- "I learned to work with a different lab environment where people are straightforward and don't give as much positive feedback as they do constructive criticism."
- "My German improved greatly and my self-reliance has also improved dramatically."
- "The program really helped me see research as a more global effort as opposed to one individualized to a particular country or a particular area of research. I really enjoyed the research seminars where professors shared results of their ongoing research with other scientists that worked in different areas of research."
- "It was humbling as it was a lot of hard work, with a nation who spoke my language, even though I could not speak theirs. I have a huge amount of respect for the German people. This was a scientific exchange, but I think that the most valuable lesson I have learned is the importance of communication, specifically languages. Sadly, North America is a little behind Europe on that one."



#### **RISE 2008 Mentors' Comments on Program Administration**

- "I could find help and quick answers when I had questions regarding the financial support of my intern. Very strong administrative support."
- "The administration process was fairly uncomplicated. This is a clear advantage and certainly helped in the acceptance of the program inside our organization."
- "Papers that are needed to apply for a visa should be sent to the students earlier if possible."
- "The scholarship should have been paid earlier. I had to pay the first rent for my student in advance."
- "The placement process and the support from the DAAD was very good. But the gap between the end of the placement process and start of the program was a bit too short. We had difficulties getting an accommodation for our intern, and preparing an adequate working program for him."

Program recommendations were made based on participant feedback and qualitative/quantitative data in areas related to:

- Pre-departure information and the application process
- Communication prior to and during the internship program
- Enrichment activities
- Local arrangements
- Funding and financial issues
- Other recommendations for program sustainability and strategic growth

#### **Evaluation and Other Resources**

- Deardorff, D. (2006) Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization. *Journal of Studies in International Education*, Vol. 10, No. 3, pp. 241-266. Thousand Oaks, CA: Sage Publications.
- Tsapogas, J. (2008). "Developing Evaluation Approaches to International Collaborative Science and Engineering Activities." Research Triangle Park, NC: Sigma XI, available at <a href="https://www.sigmaxi.org/programs/global">www.sigmaxi.org/programs/global</a>.
- The Forum on Education Abroad. Quality Improvement Program (QUIP) for Education Abroad. <a href="http://www.forumea.org/standards-quip.cfm">http://www.forumea.org/standards-quip.cfm</a>
- McKeown, J. S. (2009). The First Time Effect: The Impact of Study Abroad on College Student Intellectual Development. Albany, NY: SUNY Press.
- Wexler, B. (2006). Brain and Culture: Neurobiology, Ideology, and Social Change. Cambridge, MA: MIT Press.



#### **IIE Study Abroad Information Resources**

www.iie.org
 IIE Online

www.iienetwork.org
 Resources for International Educators

www.iie.org/ResearchEvaluation
 IIE Research and Evaluation

www.iiebooks.org
 IIE's Online Bookstore

www.iiepassport.org
 Directory of Study Abroad Programs

www.StudyAbroadFunding.org
 Funding for U.S. Study Abroad

www.iie.org/StudyAbroadCapacity

Meeting America's Global Education
Challenge Series

#### Thank you.

Robert Gutierrez

Email: <a href="mailto:rgutierrez@iie.org">rgutierrez@iie.org</a>

Pick up a free copy of the IIE White Paper that features key findings from the RISE Evaluation at the IIE booth: #1108.

Or download the full report for free at: www.iie.org/ResearchEvaluation

# Measuring Impact: Learning from Evaluations to Assess Study Abroad Outcomes

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# Who Learns from Student Evaluations?

- Many key constituents: program administrators, funders, accreditation groups
- Sometimes left out of the equation: the students themselves
  - Help students to improve their learning
  - Document and certify their learning
  - Equip students for the learning and assessing that they will need to do in the future

www.assessmentfutures.com

# The Nature of Education Abroad Learning Supports this Approach

- Education abroad is a distinct experience that "stays" with a person for a long time
  - "The First Time Effect" Josh McKeown
- The meaning and significance of the experience changes and matures over time
  - Dickinson Alumni Study
  - Education abroad experiences are recalled more frequently, with more emotion attached to them, and are more relevant to the lives of people than "college memories."

# How Can Evaluations Foster Ongoing, Lifelong Self-Assessment?

- Narrative construction or storytelling
  - Encouraging students to create a narrative about their identity and experience
  - Alumni studies and programs can foster ongoing learning and evaluation
- Importance of program mission, vision, and value
  - provides context and meaning for the experience
- Use of technology offers an appealing way to do this
  - Digital storytelling, e-portfolio, blogs
    - ACE Assessing International Learning Outcomes <u>http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/res/assess/</u>
    - Hobart and William Smith Colleges (Doug Reilly, Tom D'Agostino)
    - NITLE (National Institute for Technology and Liberal Education)
       http://www.nitle.org/www/events/842-special-topics-in-digital-teaching-2

#### Additional Resources

- Forum on Education Abroad
  - www.forumea.org
  - A Guide to Outcomes Assessment in Education Abroad
  - Standards of Good Practice for Education Abroad Toolbox of Best Practices (Forum membership required)
  - Sixth Annual Forum Conference, "Vision and Value in Education Abroad," Charlotte, NC, March 24-26, 2010
- Josh McKeown, The First time Effect: The Impact of Study Abroad on College Student Intellectual Development, Albany, NY: SUNY Press (2009)



