What evidence do you have that students achieve your stated learning outcomes?

Results from the Pre-Departure and Re-entry Assessment Tools, since Spring 2006 when we began using the assessment tools, show that students perceive themselves to be increasing in most of the identified areas after a term abroad. These tools are administered to all UWP students participating in any type of semester, summer, winterim or academic year program abroad. The most consistent significant increases, however, are reported in the following areas:

- “I have strong friendships with individuals from my host country”.
- “I (believe I will be able to) was able to adapt to the culture of my host country.”
- “I am comfortable interacting with persons of different backgrounds.”
- “I am able to recognize differences between my culture and the host culture”.
- “I tolerate persons with differing cultural values.”
- “(In the past year) Since my return from abroad, I have sought contact with individuals from different cultures the following number of times…”

Results from the Institute for Study Abroad Programs (ISAP) program evaluations show that students are particularly affected by their study abroad experience in the areas of Social/Cultural/Personal Development. In particular, students consistently report the greatest gains in items #62 - #72.

Select quotes from each ISAP program in the past year help to demonstrate these perceived changes:

“Studying abroad has given me the opportunity to live in another's shoes for 4 months of my life. This experience has helped me mature mentally and shown me doors I never knew existed. I would do it again if I had the chance.” - UWP Fiji program participant, Spring 2009

“The best experience of my life. I think every American should have to study abroad in order to increase cultural awareness and tolerance.” – Seville program participant, Spring 2009


“I would say that I learned more (abroad than in the U.S.) because when studying abroad you are not only being challenged academically but also you are tested on your abilities to adapt to different cultures, and being flexible when traveling.” - London program participant, Spring 2009

“I learned more (abroad than in the U.S.) because I was learning not just in the classroom, but outside of the classroom. I got to soak in a completely new culture.” – Newcastle, Australia program participant, Spring 2009

“Seeing that there's more out there than the US. It's hard for Americans to grasp this unless you go abroad. I also enjoyed hearing many mixed opinions of America.” – Rome program participant, Fall 2008
**What have you learned as a result?**

While the results of the Pre-/Post- Tools area encouraging, the response rate is not. Since the Pre-Departure Orientation is mandatory, we receive a nearly 100% response rate to the Pre-Assessment. However, the Reentry Session is not mandatory and only 30% - 45% of students who complete the Pre-Assessment also complete the Post-Assessment Tool.

We will be able to obtain a greater response rate by moving the administration of the assessment tools to the StudioAbroad software system beginning with the 2010-11 academic year. StudioAbroad will deliver the tools as part of required post-acceptance and post-experience materials in an electronic format. It will automatically remind students via email to log into their StudioAbroad account to complete the forms as a required part of the acceptance/post-experience process. We will be administering the program evaluation forms in the same manner.

We are also investigating the possibility of moving toward a more sophisticated and robust assessment tool used by other institutions in the field of education abroad. One of the tools being investigated is the Global Perspective Inventory (GPI) which measures a person’s global perspective with an emphasis on the importance of cultural influences. I plan to learn more about this assessment tool at the Forum on Education Abroad Conference in March 2010.

**Document specific changes that have resulted from your assessment efforts.**

All program evaluations are shared with our on-site staff and program partners abroad in order to monitor needed programmatic changes. Recent examples of changes resulting from program evaluations have included:

- Moving from requiring the “Britain Transformed” course to allowing students to select their own British History foundational course in order to allow students to participate in on-campus clubs and activities during that timeslot at St. Mary’s University College. This has allowed our students to better integrate with the British students, thereby enhancing their study abroad experience. (London, England)
- Moving from requiring the “Introduction to Aboriginal Studies” course to allowing students to select their own Australian history or culture foundational course in order to allow students more flexibility in the course timetable to take other courses needed for their majors/minors. (Newcastle, Australia)
- Addressing on-site staff issues in Seville resulting in staffing changes. (Seville, Spain)
- Clarifying policies pertaining to on-campus room and board arrangements. (Suva, Fiji)
- Enhancing program excursions and conversation classes to provide more intentional linguistic and cultural acquisition and integration. (Seville, Spain)

It should also be noted that during the 2007-09 academic years, the Institute for Study Abroad Programs participated the Forum on Education Abroad’s rigorous Quality Improvement Program (QUIP) review process which was funded, in part, by a grant provided by the Assessment Oversight Committee. The QUIP Review process included a self-study, peer review site visit to UWP, and peer review site visit to
the ISAP program in Seville, Spain. The review is based upon the Standards of Good Practice established by the Forum and included the following areas: Mission, Student Learning & Development, Academic Framework, Student Preparation for the Learning Environment Abroad, Student Selection & Code of Conduct, Policies & Procedures, Organizational & Program Resources, Health, Safety & Security, and Ethics & Integrity. The results of this review process were presented to the AOC in the spring of 2009 and are available upon request. Action steps resulting from the recommendations of the peer reviewers are currently being implemented.

Respectfully submitted by:

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