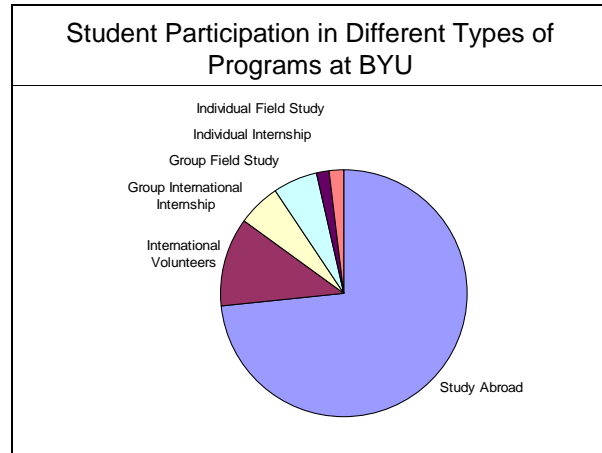


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## Research Question

What characteristics of international study programs contribute to an improved academic experience?

### High, Med and Low Academic Growth Programs using Engle and Engle's Program Design Factors (*Frontiers 2004*)

Program	Length of Stay	Language Competence	Use of Language
Ukraine Health (16 students)	8 weeks	low	low/high
St. Petersburg Russian (19 students)	16 weeks	medium	high
Mexico Literacy Spanish (9 students)	16 weeks	high	high
New Zealand Rec Mgt and Youth Leadership (26 students)	16 weeks	na	na
Egypt Arabic (58 students)	16 weeks	medium	high
Asia Business (30 students)	3 weeks	none	low
Italy Studio Art (32 students)	16 weeks	none	none
Vienna German (32 students)	16 weeks	low	medium
Japan Japanese (11 students)	8 weeks	medium	high
Guatemala Anthropology (12 students)	16 weeks	low	low
Syria Arabic (7 students)	16 weeks	medium	high
Paris French (24 students)	8 weeks	medium	high
London Theatre (41 students)	8 weeks	na	na
Europe Art History (31 students)	8 weeks	none	none
Europe Art History (23 students)	8 weeks	none	none
Thailand Sociology (13 students)	16 weeks	low	low

## Data Sources

- Post Program Student Survey
  - administered to all students at end of program
  - 1247 respondents over two years
  - Approximately 65% response rate
- Program Director Interviews (16 faculty directors of 384 total students)
  - Faculty selected based on factors contributing to academic growth (student ratings on courses, informal discussions, academic growth)
  - Only programs with more than 5 students and 50% or better response rate to survey were used (total of 76 programs)
  - Interviewed directors from top 6 programs, randomly selected and interviewed 5 programs from middle 10 programs and bottom 10 programs

### High, Med and Low Academic Growth Programs using Engle and Engle's Program Design Factors (*Frontiers 2004*)

Program	Faculty	Coursework
Ukraine Health	On site faculty from BYU with local guest instructors	Health
St. Petersburg Russian	Local instructors	Russian language
Mexico Literacy Spanish	No on site instructors--students complete courses with professors on BYU campus	Varied
New Zealand Rec Mgt/Youth Ldrshp	On site faculty from BYU with some classes by local instructors	Health/Recreation
Egypt Arabic	On site faculty from BYU for one class plus helped support remaining classes, local instructors for most classes	Arabic language
Asia Business	On site faculty from BYU	Business
Italy Studio Art	On site faculty from BYU	Art
Vienna German	On site faculty from BYU for one class, local instructors for most classes	German and history
Japan Japanese	On site faculty from BYU	Japanese
Guatemala Anthropology	On site faculty from BYU	Varied
Syria Arabic	Local instructor	Arabic language
Paris French	On site faculty from BYU	French language
London Theatre	On site faculty from BYU	Theater
Europe Art History	On site faculty from BYU	Art history
Europe Art History	On site faculty from BYU	Art history
Thailand Sociology	On site faculty from BYU with some instruction from local instructors (language)	Sociology/Religion

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### High, Med and Low Academic Growth Programs using Engle and Engle's Program Design Factors (*Frontiers 2004*)

Program	Mentoring/ reflection	Experiential learning	Housing
Ukraine Health	Med	High	Apartment with all students
St. Petersburg Russian	Low	Med	Home stays--2 students/house
Mexico Literacy Spanish	Low	High	Home stays
New Zealand Rec Mgt/Youth Ldrshp	Med	High	Dorms
Egypt Arabic	High	Med	Students in own apartments or housing
Asia Business	High	Med	Hotels
Italy Studio Art	High	High	Apartment with all students
Vienna German	Low	Med	Home stays
Japan Japanese	Med	Med	Home stays
Guatemala Anthropology	High	High	Home stays
Syria Arabic	Med	Med	Students in own apartments, some together
Paris French	Med	High	Home stays--2 students/house
London Theatre	High	High	Apartment with all students
Europe Art History	High	High	Hotels
Europe Art History	High	High	Hotels
Thailand Sociology	High	High	Students in apartment building together

### Predictors of Academic Growth on BYU International Study Programs

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Adjusted R Square = .348 Std. Error = 1.131 N=1247					
(Constant)	-.248	.498		-.498	.618
Income	-.008	.017	-.015	-4.76	.634
Money spent on expenses, souvenirs and gifts	.061	.045	.043	1.343	.180
Year in school	.033	.046	.023	.723	.470
Cumulative college GPA before International Studies Program	-.011	.034	-.009	-.313	.754
Time spent living outside native country	.053	.020	.086	2.658	.008
Credits that count towards major, minor, or G.E. requirements	.082	.014	.174	5.773	.000
Level of satisfaction with International Study Programs Student Services Office	.066	.036	.058	1.811	.071
Preparation class is good use of time	.079	.027	.097	2.902	.004
Concerns about personal safety	-.031	.059	-.009	-.311	.756
Director is in field with program	.205	.143	.059	1.858	.064
Course Rating	.342	.038	.328	8.926	.000
Informal discussions with professor as learning tool	.201	.036	.211	5.656	.000
Director showed genuine interest in students and their learning	.071	.044	.056	1.632	.103

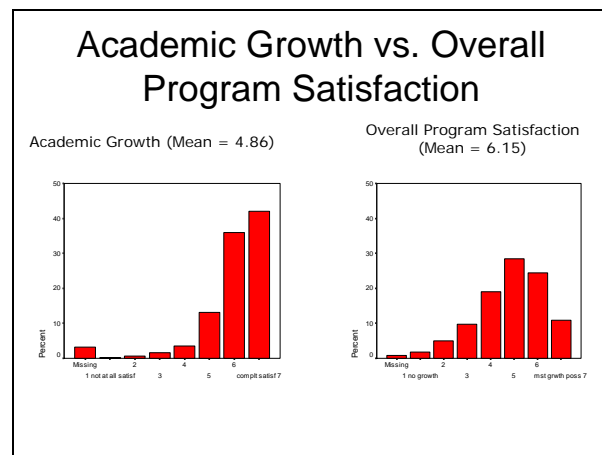
### Possible trends for student perceptions of lower academic growth

Longer programs (ruled out through regression)  
High use of language  
Local instructors  
Subject matter (Health low/Fine arts high)  
Low mentoring/reflection

Level of Academic Growth	Length of stay	Language competence	Use of language	Faculty	Coursework	Mentoring/ reflection	Housing
Low	4 Long 1 Short	1 Low 2 Med 1 High 1 NA	3 High 1 NA 1 Low/High	1 Local Inst 3 BYU/Loc Inst 1 No on site	2 Health 3 Lang	1 High 2 Med 2 Low	2 Home Stay 2 Stud together 1 Stud own apt
Med	3 Long 2 Short	2 None 2 Low 1 Med	1 High 1 Med 2 Low 1 None	4 BYU 1 BYU/Loc Inst	2 Lang 1 Bus 1 Fine art 1 Soc Sci	3 High 1 Med 1 Low	3 Home Stay 2 Stud together
High	2 Long 4 Short	2 Med 1 Low 2 None 1 NA	2 High 1 Low 2 None 1 NA	4 BYU 1 BYU/Loc Inst 1 Local Inst	2 Lang 3 Fine art 1 Soc Sci	4 High 2 Med	1 Home Stay 4 Stud together 1 Stud own apt

### Predictors of Program Satisfaction on BYU International Study Programs

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Adjusted R Square = .365 Std. Error = .754 N=1247					
(Constant)	2.725	.334		8.146	.000
Income	.029	.011	.080	2.580	.010
Money spent on expenses, souvenirs and gifts	.081	.030	.084	2.655	.008
Year in school	-.046	.031	-.048	-1.515	.130
Cumulative college GPA before International Study Program	.039	.022	.052	1.735	.083
Time spent living outside native country	-.034	.013	-.082	-2.556	.011
Credits that count towards major, minor, or G.E. requirements	-.016	.009	-.050	-1.686	.092
Level of satisfaction with International Study Programs Student Services Office	.110	.024	.145	4.537	.000
Preparation class was good use of time	.068	.018	.124	3.717	.000
Concerns about personal safety	-.185	.066	-.084	-2.779	.006
Director is in field with program	.140	.066	.046	1.463	.144
Courses ratings	.173	.026	.247	6.766	.000
Informal discussions with professor as learning tool	.100	.024	.156	4.205	.000
Director showed genuine interest in students and their learning	.095	.029	.111	3.253	.001



- ### Significant Factors for Academic Growth and Overall Program Satisfaction
- | Academic Growth  | Program Satisfaction  |
|--|---|
| <ul style="list-style-type: none"> <li>Course rating (.328)</li> <li>Informal discussions with professor as learning tool (.211)</li> <li>Credits that count toward major, minor, or GE requirements (.174)</li> <li>Preparation class is good use of time (.097)</li> <li>Amount of time student has spent outside of native country (.086)</li> <li>Director is in field with program (.059)—approaching significance</li> </ul> | <ul style="list-style-type: none"> <li>Course rating (.247)</li> <li>Informal discussions with professor as learning tool (.156)</li> <li>Satisfied with program administration (.145)</li> <li>Preparation class is good use of time (.124)</li> <li>Director showed genuine interest in student (.111)</li> <li>Money spent on souvenirs and gifts (.084)</li> <li>Concerns about personal safety (-.084 negative factor)</li> <li>Amount of time student has spent outside of native country (-.082 negative factor)</li> <li>Income (.080)</li> </ul> |

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**Main Points for Academically Successful  
International Programs from Study of Student  
Evaluations and Faculty Interviews**

- Prep class should be relevant (not just packing, travel tips etc.) to academic purpose of the trip—assignments should directly relate to what will be done in the field, even count towards their grades in the field
- Teachers are easily available for informal academic discussions—not necessarily living directly with students but accessible
- Expectations are high but few formal rules
- Class time or course material is vital to and well-integrated with overall experience
- Students are academically prepared before field experiences and experiences are analyzed together afterwards
- Administrative office should help with logistics but does not interfere in choice of activities, travel, teaching methods—colleges and departments make decisions about these things even if they are more expensive, require departures from the norm or require more work or inconvenience for administrative office
- There should be continuity and collaboration between programs and, when necessary, between program directors
- The place where students are studying is itself important and the extra impact from being in the place is capitalized on and integrated into the curriculum
- Directors love what they are doing

**Negative Factors for Student Ratings of  
International Programs**

- Material or experience was too difficult or required a higher level of expertise or maturity
- Problem students
- Classes, prep, and experience were not well integrated
- Students were too inhibited by rules
- Students' desire to travel and experience international location interfered with program goals
- Students have difficulty accepting differences and potential drawbacks of local culture (especially when local teachers are used)

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**Table 1: At-A-Glance Differences Between BYU Paper Questionnaire, Bubble-sheet, Scanned and Web-based Surveys**

	Paper Questionnaire	Bubble-sheet	Scanned	Web-based
Number of pages	5	16	7.5	6 (estimated)
Number of question points	21	159	62	48
Time to complete	30-40	45-120	30-40	10-20
Type of information	Quantitative and open-ended	Quantitative (open-ended must be processed separately)	Quantitative and open-ended	Quantitative and open-ended
# completing survey	About 4,500	926	788	1249
Response rate	70%	80%	80%	65%
Years used	1985-2001	2001-2002	2003	2003-2004
Drawbacks	Difficult to analyze and enter data	Takes longer for respondents to enter answers, format increases response error	High level of expertise needed to format and process; requires personnel hours to process	High level of expertise needed to set up; harder to get students to take
Benefits	Ease of use for respondents; easy to administer	Ease of quantitative data conversion	Ease of use for respondents; accuracy of quantitative data conversion	Increases response length, decreases time to take survey, ease of both quantitative and qualitative data conversion; ease of administration
Student Response (to ISP version of survey)	Positive	Negative	Positive	Positive

**Table 2: Outsourcing Costs for Different Types of Surveys (approximate)**

Survey Type	Total Cost/100 Surveys	Setup	Data Processing	Back-End Data Entry
<b>Standard Paper Questionnaire</b>	\$85-100	Copying costs (\$0.05/page)	Payment for data entry of entire form (\$8-10/hour)	None
<b>Bubble Sheet</b>	\$116	Copying costs (\$0.05/page) + Bubble sheet costs (\$0.06/sheet)	Costs for processing each bubble sheet (\$0.55/sheet) scan to disk (\$0.10/sheet)	Payment for data entry of open-ended (\$8-10/hour).
<b>Scanned Form</b>	\$1950-5950/first 100 surveys; \$842-1092/ subsequent 100 surveys	Copying costs (\$0.10/page)	Costs for programming scanned form—one time (\$1,000-5,000); costs for scanning and verification—ongoing (\$8-15/survey including postage)	Payment for data entry of open-ended (\$8-10/hour)
<b>Web Survey</b>	\$350-5120/first 100 surveys \$0-1200/subsequent 100 surveys (additional cost over	Costs for web setup—one time (\$300-5,000)	Costs for processing data (\$0-12/survey)	None

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	1,000 surveys with web sites)			
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**Table 3: Comparison of Open-Ended Responses Between Web and Scanned**

Program and Survey Type	# of students	# of responses	# of words per student	# of words per response
Fall 2003-Scan	17	16	23.1	24.6
<b>Fall 2003-Web</b>	<b>21</b>	<b>14</b>	<b>33.6</b>	<b>50.4</b>
Winter 2003-Scan	32	24	20.6	27.5
<b>Winter 2004-Web</b>	<b>30</b>	<b>27</b>	<b>35.4</b>	<b>39.3</b>

**Table 4: Effect of Incentives on Web Survey Response Rates**

Incentive Offered	Response Rate
All groups—No incentive	63.5%
All groups—Emailed directors and asked them to encourage students to take survey	65.0%
All groups—Offered \$50 incentive to directors if their group had an 80% or above response rate.	70.4%
All groups—1) emailed directors asking them to encourage students to take survey and 2) random prize drawing for those who complete survey	73.2%
Controlled sample of one group with cooperating director who gave students a check in his grade book for completing survey	91.3%

**Table 5: Comparison of Modes of Survey Data Collection**

	Paper Questionnaire	Bubble Sheet	Open Form Scannable	Web Based
Response Rate	70%	80%	80%	65%
Setup Cost	low	mod	high	high
Maintenance Cost	low	mod	mod	low
Sample Size	small	large	large	large
Length of Survey	short	long	long	moderate
Instrument Limitations	Must have paper copy of survey	Must have paper copy of survey; requires bubble sheet	Must have paper copy of survey	Requires a computer and internet access
Ease of Data Collection	high	moderate	moderate	high
Ease of Data Entry	low	high (although low for non-quantitative data)	moderate	high
Survey Content	quantitative and open-ended; all must be hand entered	quantitative only (qualitative must be hand-entered)	quantitative; open-ended must be hand entered	quantitative and open-ended
Quality of Data	high	moderate	high	high
Duration of Data Collection	short	short	short	short
Human Resource Requirements	low	low	moderate	low
Technical Requirements	low	moderate	high	moderate

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**Table 6: Online Access for Likely Foreign Destinations of U.S. Study Abroad Programs**

IIE Destination Rank	Country Destinations	% of U.S. Study Abroad Participants 2001/02	% of Country Population Online	% of Country Population Active Online	Number of Registered Cyber Cafés 2004	Average Café Price in US\$ per ½ Hour 2004	Resp. Rate for BYU Web Survey 2003/04*
1	United Kingdom	18.7	57%	36%	307	3.95	71.7%
2	Spain	10.7	35%	16%	139	1.97	66.7%
3	Italy	10.7	33%	18%	103	3.10	ns
4	France	7.6	36%	22%	149	3.71	76.1%
5	Australia	5.9	66%	44%	144	2.56	46.2%
6	Mexico	5.0	3%	NA	174	1.30	48.8%
7	Germany	3.0	53%	34%	189	5.55	ns
8	Ireland	2.7	34%	NA	36	1.83	ns
9	China	2.4	4%	NA	7	1.25	29.1%
10	Costa Rica	2.3	10%	NA	13	1.38	80.0%
11	Japan	2.0	44%	22%	65	2.77	66.7%
12	Austria	1.4	45%	16%	29	2.74	83.3%
13	Greece	1.2	13%	NA	61	1.90	ns
14	Netherlands	1.0	65%	41%	44	2.90	ns
15	Czech Republic	1.0	26%	NA	36	1.44	ns
16	Chile	0.9	20%	NA	23	1.83	ns
17	South Africa	0.9	7%	NA	46	1.43	92.3%
18	Ecuador	0.9	2%	NA	48	0.74	ns
19	New Zealand	0.8	53%	NA	41	2.74	80.5%
20	Cuba	0.8	1%	NA	not listed	na	ns
21	Russia	0.8	12%	NA	16	0.75	78.9%
22	Canada	0.7	53%	28%	120	2.15	ns
23	Brazil	0.7	8%	4%	41	1.72	ns
24	Israel	0.6	32%	16%	26	2.98	ns
25	Switzerland	0.6	59%	37%	49	5.34	ns
<i>Reference</i>	<i>United States</i>	<i>na</i>	65%	45%	480	-	<i>ns</i>

All of the conversions were done during the week of May 10-May 17, 2004 on xe.com.

\*Rates for example only—not all surveys were completed in-country or using public web resources