Finding per Measure

International Education Outcome Set

Goal 1
Expand and strengthen the international outlook of the university community, and support continued internationalization of curricula and programs in each of the University’s schools.

1.1
Students, instructors and Cultures and Languages across the Curriculum (C-LAC) assistants will be able to identify and articulate the learning in the target language of different cultural perspectives and discipline-specific terminology as a result of participation in or teaching a section of the C-LAC Program.

Measure: 1.1.1

Means of Evaluation: Survey of C-LAC students to verify the learning that they have accomplished during their participation in the C-LAC programs
Target: 30% response rate
70% of students will agree that participation in the C-LAC program helped deepen their understanding of the course content and fluency within the target language and culture context.
Data Source: We will survey all students who enroll in C-LAC sections.
Means of Scoring: Responses will be aggregated and descriptive statistics analyzed by the department evaluators.

Findings for 1.1.1

Summary of Findings: Response Rate: 21% overall response rate (32 out of 154)

In the fall semester, 67% agreed that participation in the C-LAC program helped deepen their understanding of the course content and fluency within the target language. 61% agreed that participation in the C-LAC program increased their understanding of another culture’s perspective of the course content.

In the spring semester, 72% agreed that participation in the C-LAC program helped deepen their understanding of the course content and fluency within the target language. 86% agreed that participation in the C-LAC program increased my understanding of another culture’s perspective of the course content and context.

In addition to the above, I learned that 20% of the respondents in the spring semester who had a C-LAC assistant teaching the course strongly disagreed about the effectiveness of the assistant in teaching the C-LAC section. In the fall semester it was less - 10% disagreed about the effectiveness of the assistant in teaching the C-LAC section.

Results: Target Achievement: Not Met

Use of Results: The response rate of the students is not very high. I need to find a better way to have them fill out the survey. The survey is not an actual evaluation as is the case for regular courses, but rather optional. I will see if I am able to offer some incentives to have them fill out the surveys at a higher response rate.

The good news is that we were shy of just 1% of the goal of 70% of students thinking that participation in the C-LAC program helped deepen their understanding of the course content and fluency within the target language and culture context.

Substantiating Evidence:
- clac-evals-students.pdf (Adobe Acrobat Document)

Measure: 1.1.2
**Means of Evaluation:** Survey of C-LAC instructors to verify that their teaching accomplished the goals of the C-LAC programs

**Target:** 50% response rate

70% of C-LAC instructors will agree that by teaching a C-LAC section, they were able to assist students in deepening their understanding of the course content and fluency within the target language and culture context.

**Data Source:** We will survey all instructors of C-LAC sections.

**Means of Scoring:** Responses will be aggregated and descriptive statistics analyzed by the department evaluators.

### Findings for 1.1.2

**Summary of Findings:** Response rate: 36% (16 out of 44)

In the fall semester, 77% of C-LAC instructors agreed or strongly agreed that by teaching a C-LAC section, they were able to assist students in deepening their understanding of the course content. In the spring semester, 100% agreed or strongly agreed that by teaching a C-LAC section, they were able to assist students in deepening their understanding of the course content. In the fall semester, 89% of C-LAC instructors agreed or strongly agreed that participation in the C-LAC section improved their students' fluency in the target language. In the spring semester, 86% of C-LAC instructors agreed or strongly agreed that participation in the C-LAC section improved their students' fluency in the target language.

In the fall semester, 89% of C-LAC instructors agreed or strongly agreed that participation in the C-LAC section increased their students' understanding of another culture's perspective of the course content. In the spring semester, 86% of C-LAC instructors agreed or strongly agreed that participation in the C-LAC section increased their students' understanding of another culture's perspective of the course content.

**Results:** Target Achievement: Not Met

**Use of Results:** The response rate for the C-LAC instructors was also lower than the anticipated goal. I need to work on incentives for them to fill out the survey as well. The good news is that there was an overwhelming agreement (86% and higher) that teaching a C-LAC section helped participating students deepen their understanding of the course content and fluency within the target language and culture context.

**Substantiating Evidence:**

- clac-evals-professors.pdf (Adobe Acrobat Document)

### Measure: 1.1.3

**Means of Evaluation:** Survey of C-LAC assistants to verify if their teaching accomplished the goals of the C-LAC programs

**Target:** 50% response rate

45% of C-LAC assistants will agree that by facilitating a C-LAC section, they were able to assist students in deepening their understanding of the course content and fluency within the target language and culture context.

**Data Source:** We will survey all C-LAC assistants who teach C-LAC discussion sections.

**Means of Scoring:** Responses will be aggregated and descriptive statistics analyzed by the department evaluators.

### Findings for 1.1.3

**Summary of Findings:** Overall response rate: 60% (6 out of 10)

I'm not sure if my questions were worded correctly in terms of deepening their students understanding of the courses content and cultural context.

100% of the respondents agreed or strongly agreed that they were effective at leading class discussion and were knowledgeable of course content. Again, this isn't quite the result that the original goal was looking for in terms of assisting their students in deepening their understanding of the course content and culture context. But it could be understood that the assistants believed that they were complying with the goals of the program.
33% of the respondents strongly agreed that they were able to help students with their fluency in the target language. 50% agreed that they were able to help students with their fluency in the target language. 17% of the respondents neither agreed nor disagreed that they were able to help students with their fluency in the target language.

In addition, only 44% of the respondents agreed or strongly agreed that the training session was effective in helping them reach their goals. The other 66% neither agreed nor disagreed.

**Results:** Target Achievement: Met

**Use of Results:** I believe that I need to re-tool the survey a bit to capture what we were trying to evaluate. As can be seen in the students’ responses, 30% of the students disagreed about the effectiveness of the C-LAC assistants. And only 44% of the assistants felt the training I give them was sufficient. This makes me believe that a stronger training session is needed to prepare the assistants for their work.

**Substantiating Evidence:**
- clac-evals-assistants.pdf (Adobe Acrobat Document)

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**Goal 2**

As an important way of creating greater diversity and enriching the living and learning communities at the University, support increase of geographical representation among international students and their numbers by 2012 to 10% of the student body. Accomplish this through expanded recruitment of exchange students from partner institutions abroad, support for recruitment by admissions and extensive services for all international students and dual citizens.

**Measure: 2.1.1**

**Means of Evaluation:** Survey of internationals to obtain feedback on performance in academic offering and perception of services on campus which includes services of the Office of International Education.

**Target:** 30% response rate

70% of international students will agree that they are “satisfied” or “very satisfied” with services provided by the Office of International Education.

**Data Source:** We will survey all exchange and full degree international students.

**Means of Scoring:** Responses will be aggregated and descriptive statistics analyzed by the department evaluators.

**Findings for 2.1.1**

**Summary of Findings:** In the Fall 2012 departure survey results, for 75% of the questions about OIE services, an average of 73% of the students responding who had utilized those services rated them as above average or excellent.

However, for 2 questions about assistance with health insurance and personal matters, 50% or fewer of the students who utilized those services rated them as above average or excellent (50% for personal matters and 43.75% for health insurance).

For the Spring 2013 departure survey results, only 25% of the questions about OIE services received a 70% or higher rating of above average to excellent.

For the other questions, an average of 57.02% of the students responding who had utilized those services rated them as above average or excellent as follows:

- Quality of pre-arrival information 52.63%
- International Student Peer Mentor 52.64%
- Assistance with personal matters 47.37%
- Assistance with health insurance 57.9%
- Assistance with cultural transition 63.16%
- Assistance with visa issues 68.42%

Response rate for Fall 2012 survey was 20.25% or 16 total respondents.

Response rate for Spring 2013 survey was 21.05% or 20 total respondents.

**Results:** Target Achievement: Not Met

**Use of Results:** The Director has been working with UR’s health insurance broker to address concerns about the length of time to process health insurance claims.
The ISS unit will need to work on ways to reach out to students to assist them better with personal matters.

Since the response rate was only about 20% for each semester, the ISS unit will need to think of creative ways to encourage a larger percentage of students to respond.

**Substantiating Evidence:**
- Fall 2012 International Student Departure Survey (Adobe Acrobat Document)
- Spring 2013 International Student Departure Survey (Adobe Acrobat Document)

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**Goal 3**
Expand study abroad opportunities, interest, and awareness so that all Richmond students become involved in at least one study abroad program. Reach a level of 80% participation.

### 3.1
Study Abroad advisors will provide students with the information and resources that students need to properly select a study abroad program that fits their academic and other needs.

#### Measure: 3.1.1

**Means of Evaluation:** Survey of former study abroad students on how the advising process assisted or didn’t assist the student in choosing a study abroad program.

**Target:** 30% response rate

70% of SA students will agree that the advising services/process assisted them in properly selecting a study abroad program that fits their academic and other needs.

**Data Source:** We will survey all study abroad students during FY 13.

**Means of Scoring:** Responses will be aggregated and descriptive statistics analyzed by the department evaluators.

#### Findings for 3.1.1

**Summary of Findings:** 111 students responded to the survey sent to 384 students (spring 12 abroad students and fall 13 abroad applicants). Of the 111, 66 (or 59%) met with an OIE professional SA advisor prior to submitting their application for semester study abroad.

Of those who met with a study abroad advisor, 79% agreed or strongly agreed that the statement "The advising I received from the professional study abroad staff influenced my choice of program."

Location continues to be the primary factor influencing a students’ program selections, with academic offerings the secondary factor. The 3rd most imp factor was ease of travel and language immersion, if applicable.

Among students who did meet with a study abroad advisor, the majority said had positive feedback. Most reported that this meeting influenced their choice of study abroad program.

For the students who did not meet with an OIE study abroad advisor, the majority got info from the web, followed by getting information from their friends and then didn’t have the time for a mtg with an SA advisor.

Top 5 things students want to know from the SA advisors are in order of most to least important: courses abroad, general info about program, academic suitability, info about city/location and housing.

**Results:** Target Achievement: Met

**Use of Results:** Recommendation for future surveys: include questions about the OIE website to learn what students want as well as what information they find on the web site and gather data about information they cannot find or find difficult to locate on the study abroad web site.

Although most students who replied to the survey did not meet with our SA Peer Advisor, those that did had a very favorable experience. We need to find ways to advertise our SA Peer Advisor so more students take advantage of this service.

5 students expressed frustration with the walk-in hours as there were often long waits. Need to think about having SA Peer Advisor available during walk-in hours or training student staff to help with traffic and answering basic questions. Another idea might be to develop a better way to manage walk-in (improve the sign in system) so students know where they are in line to talk to an advisor. Perhaps also increase walk-in hours a few weeks before the deadline.

Devise a way to make our web site more effective tool for advising

**Substantiating Evidence:**
What were the most valuable things you learned?

For the C-LAC program:

The response rate of the students is not very high. I need to find a better way to have them fill out the survey. The survey is not an actual evaluation as is the case for regular courses, but rather optional. I will see if I am able to offer some incentives to have them fill out the surveys at a higher response rate. The good news is that we were shy of just 1% of the goal of 70% of students thinking that participation in the C-LAC program helped deepen their understanding of the course content and fluency within the target language and culture context. The response rate for the C-LAC instructors was also lower than the anticipated goal. I need to work on incentives for them to fill out the survey as well. The good news is that there was an overwhelming agreement (86% and higher) that teaching a C-LAC section helped participating students deepen their understanding of the course content and fluency within the target language and culture context. We were able to achieve the desired response rate for the C-LAC assistants. As I mentioned above, I believe that I need to re-tool the survey a bit to capture what we were trying to evaluate. As can be seen in the students’ responses, 30% of the students disagreed about the effectiveness of the C-LAC assistants. And only 44% of the assistants felt the training I give them was sufficient. This makes me believe that a stronger training session is needed to prepare the assistants for their work.

For study abroad advising program and international student departure survey

1) How to modify survey in the next rendition

2) OIE staff have more influence on program choices than previously thought

3) Students want to meet with someone who has all the answers and want easier ways to meet with advisors.

4) Location and ease of travel are top reasons how students select their programs. Although we knew this from anecdotes, now we have evidence of this.

5) The students who respond to the international student departure surveys tend to have mostly positive experiences. We need to think about how to get feedback from students who are not satisfied and don’t respond to the survey.

6) There seems to be less satisfaction with OIE services from spring semester respondents. We need to watch to see if this is a trend and what is causing it.

How will it affect what your department does?

For the C-LAC program

I will create a better training for the C-LAC assistants concerning being explicit about goals of the C-LAC section, pedagogy, resources to be used as well as working closely with the primary course instructor. I will also create better incentives for eliciting more responses from students, such as a raffle system. I will also change the C-LAC assistants survey questions so that they more accurately the purpose of the assessment goal.

For study abroad advising and international student services

We will use these findings as mentioned above to see how we can improve the student experience in our office. We will conduct the survey next year to measure how our changes have impacted the student advising experience in our office.

For international students, we will keep working on the areas that received less than 70% rating of above average to excellent to see how we can improve these services. We will also continue working with other units on campus to make sure that students have positive experiences with all departments and programs, not just the OIE.

How have you provided feedback to your staff?

For C-LAC program

I am a one-person staff in terms of the C-LAC program. I do however have a C-LAC advisory board made up of faculty and representatives from each School. I will share the results with them as well as the OIE staff and ask for ideas on how to improve.
For study abroad advising and international student services

This will be presented first at a study abroad meeting for discussion and to decide an action plan along with delegation of duties to SA Team members for execution.

We will then report to our office as a whole.

The timeline to do this will be this summer prior to August 1st.

We discussed improvements at the ISS retreat in mid-June 2013. We also agreed to create a document explaining what services we do not provide so international students have realistic expectations of what our office can and cannot do for them.

Overall Reflection

For the C-LAC program

I was happy with the overwhelming positive responses from all 3 groups concerning their perceptions of the outcomes of student participation in the C-LAC program. I understand that the students and primary instructors in particular are quite motivated to participate in or offer these sections and therefore gave us positive responses.

I expected the somewhat negative responses concerning the effectiveness of the C-LAC assistants who run a discussion group. Lack of time for training as well as sometimes having to hire an assistant at the last minute due to a C-LAC section being added quite late, does not make it easy to offer a uniform and comprehensive training for each C-LAC assistant. On top of that, some of the assistants are new to the US higher education system (exchange students) and therefore have a higher learning curve than others. I also need to verify that the instructors of the primary course work more closely with the C-LAC assistant so there is more guidance on what they are looking for in their C-LAC section.

For study abroad advising and international student services

Good to have evidence of what the SA team knew from experience as we can use this information to support our services and to provide evidence that more staff availability is needed to improve the student experience in our office. This will mean either reallocation of job responsibilities, reduction in other duties or perhaps more student staff to help with outreach.

CampusLabs has been a great resource to conduct international student surveys but as mentioned previously, we will have to look at how to increase the response rate.