Sevilla-Center Study-Abroad Assessment

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✓ Engage ✓ Reflect ✓ Enhance
Sevilla-Center Study-Abroad Assessment Overview

Survey Features
- Custom development
- Multiple question types
- Instructional format
- Online delivery

Survey Targets
- Knowledge content
- Study-abroad characteristics
- Driving/restraining forces

Concerns
- Survey constraints
- Analysis limitations

Takeaways
- Information gleaned
- Future direction
Outcomes Assessment Goals

To evaluate and improve current programs, encourage innovation and evaluate the innovation’s effectiveness. Systematic gathering of information is key for sustained improvement with a focus on helping faculty and students work more effectively (Light, 2001)
Knowledge Content

Average Correct (%)

- Situation Responsiveness
- Travel Readiness
- Culture Awareness
- Language Proficiency

Five-Six multiple choice questions for each category

(ANOVA test, Confidence level 95%; n=212)
Language Proficiency

Communicating with residents from another country is facilitated by knowing at least some phrases in the local language. Indeed, there are many opportunities to practice Spanish as a second language through language apps, classes on campus, internet videos and language/cultural activities.

Which Spanish word-pair has the same meaning?

A. sí – sin
B. más – muy
C. bien – vale
D. mucho – poco
Recommendation

Practice your language skills whatever your level of understanding may be; whether picking up a few simple words or phrases such as *perdón* or *¿A qué hora vamos a comer?*, or approaching fluency, language is an effective way to connect with others.
Language proficiency was statistically different based on:

**College**
- Engineering (n = 99)
- Arts and Sciences (n = 85)
- CMLL (n = 22)
- Others (n = 6)

**Spanish Proficiency**
- None (n = 19)
- Basic (n = 65)
- Intermediate (n = 73)
- Advanced (n = 55)

**Native/Heritage**
- Spanish (n = 42)
- Others (n = 33)
- No (n = 137)
Takeaways

• Native/Heritage (Spanish) Speakers are advantaged in their proficiency.

• Language proficiency is *not* a pre-requisite for Travel Readiness or Situational Responsiveness competency.

• Language is a complex skill that requires 600-2,200+ hours of deep learning.
Knowledge Content

(ANOVA test, Confidence level 95%; n=212)
Takeaways

• Cultural Awareness scores were 15% lower than Travel Readiness or Situation Responsiveness and is a topic for potential orientation focus.
Study-Abroad Characteristics

One short-answer question for each category

(ANOVA test, Confidence level 95%; n=212)
<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly motivated as evidenced by a thoughtful consideration of the program and/or active participation. Personalized.</td>
<td>Average motivation as evidenced by a generic consideration of the program or program possibilities.</td>
<td>Under motivated as evidenced by focusing on minimum requirements.</td>
</tr>
</tbody>
</table>

**Keywords:** entirely new environment; improve language skills; grow as a person; immersion in another culture; learn the wines and culture of Spain.  

**Keywords:** experience a different culture, broaden understanding of the world; get out of my comfort zone; more benefits than drawbacks; have an adventure; fulfill Spanish minor and use funding opportunity; excuse to travel in Europe; forced to study abroad but excited.  

**Keywords:** meeting a requirement, available program, to be with friends; to have a good time.
Study-Abroad Characteristics

Motivation distribution was statistically different based on:

- **Gender**: Average Score
  - Female: $2.2 \pm 0.7$
  - Male: $1.8 \pm 0.7$
  - Fluid: $1.0 \pm 1.0$

- **College**: Scores
  - Engineering (n = 99): $1.7 \pm 0.7$
  - Arts and Sciences (n = 85): $2.2 \pm 0.6$
  - CMLL (n = 22): $2.4 \pm 0.5$
  - Others (n = 6): $2.0 \pm 1.1$

*Graphs show percentage distribution of scores with shaded bars indicating scores significantly higher.*
Takeaways

- Women and A&S students exhibit high motivation.
- Women express greater interest in being in Sevilla.
- A&S students desire greater immersion & engagement outside the classroom.
- Women articulate a more genuine & location specific response about their excitement for study abroad.
Driving/Restraining Forces

For Academic Ambition, Language/Culture, Grades and Future categories were statistically different based on College Driving/Restraining Forces.

Engineering (n = 99)  Arts and Sciences (n = 85)

- Language/Culture
- Grades
- Future
- General
- None

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Driving/Restraining Forces

For Travel Concerns, and Language/Communication categories and Lack of Concern (None) were statistically different based on Gender.

Male (n = 106)
- Emotional/Health: 14%
- Language/Communication: 22%
- Security: 17%
- Logistical: 33%
- None: 14%

Female (n = 103)
- Emotional/Health: 19%
- Language/Communication: 15%
- Security: 42%
- Logistical: 4%
- None: 20%
Takeaways

• Women concerned about language - communication and culture

• Men more concerned about grades and less concerned about travel issues.

• Engineers focus on future goals & grades while A&S students focus on language and culture

• Greater than 98% see value in study abroad with regard academic ambition.
Concerns

• Small $n$ when stratifying groups
• Near 100% participation, not 100% completion
• Validity & reliability not calculated

Future Direction

• End of experience survey
  • Surprised & challenged
  • Food & culture
  • Sights, sounds, scents & insights
  • Re-Integration & application of experiences
• Changes
  • New cohorts for additional data stratification
  • Expansion beyond Sevilla
  • Focus groups
  • Mid-experience intervention
Takeaways

• Comprehensive Sevilla-Center baseline data collected with repeated sampling to follow.
• Targeting high-impact educational practices systematically & with purpose through orientation and assessment (Kuh, 2008).
  • Cultural awareness – 65%
  • Travel readiness – 81%
  • Situational responsiveness – 80%
  • Language skills – 40%
• Linking students’ strengths/weakness with targeted program improvements.
TTU Study-Abroad Survey
Design/Implementation Team

Center for Global Communication [Viet Nguyen, Thanh Bui]
Classical & Modern Languages & Literatures [Raychel Vasseur]
College of Engineering [Zaida Gracia, Allison Wright]
Honors College [Aliza Wong]
Office of International Affairs [Whitney Longnecker]
Office of Planning and Assessment [Ashley Pruitt, Craig Morton, Jennifer Hughes]
Office of Student Affairs [Cathy Duran]
Provost Office [Genevieve Durham, Daryl James]
Residences at the TTU Seville campus (spring 2019) [Sara Pink, Lorum Stratton]
Teaching, Learning, and Professional Development Center [Suzanne Tapp]
Data Analysis

- **Quantitative Data** *(multiple choice)*
  - Overall correct
  - Aggregated by demographic information
  - Statistical significance

- **Qualitative** *(short-answer)*
  - Data-driven assessment rubric
  - Coded & scored (3, 2, 1 score)
  - Coded & categorized (concerns & academic ambition)
Procedure

Participants & timeline
• May 2019
• All students going abroad in Summer & Fall 2019
• Over 200 respondents

Survey
• Demographic information
• 21 multiple-choice
  • Situational responsiveness (5)
  • Travel readiness (6)
  • Cultural awareness (6)
  • Language proficiency (4)
• 6 short answer
**Study Abroad:** High impact educational practice

- Systematic implementation can increase retention & engagement
- Interaction with faculty & students about substantive matters over extended periods
- Increases chances Ss will experience diversity through contact with people who are different from themselves
- Deepens learning
- Brings values & believes into awareness so Ss better understand themselves in relation to others & the larger world.

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**TTU QEP** Bear our Banners Far and Wide:
Communicating in a Global Society

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Photo credit: Ana Padial
Situational Responsiveness

We are always sending out signals and different cultures can interpret those signals differently. The actions and signals we transmit at home may have an alternative meaning when in Spain. The more you understand what your actions and signals mean in a different culture, the fewer mix ups you are likely to have. Be observant and gracious.

The Mom of a Spanish friend wants to go for a walk after dinner. Even though it is a mild evening, she puts on a scarf and suggests that you do the same. What do you do now?

A. Thank her but decline the offer.

B. Accept the offer and keep an eye out on what other men and women of different ages wear in the park on an evening stroll.

C. Thank her for the offer and explain that scarfs are not an American tradition except perhaps for elderly women.

D. Accept only if you don’t have schoolwork; a walk in the park is not really a part of a study abroad program.
Accept courteously an authentic visit with a Spaniard as well as recommended garments. Such a visit is a meaningful way to learn about the culture through the eyes of a local and maybe even experience the world from a slightly different perspective.
Since your cell phone will be a way to access information online as well as to connect with others at home and in Spain, you will want to do some thoughtful planning such as checking if your phone is unlocked and can accommodate a European SIM card or to have an international plan with your U.S. service provider. Money is another essential. Exchanging money in the airport requires carrying U.S. cash and the airport exchange rates are usually not as good as other places. Credit/debit cards are not as widely accepted in Spain as in the U.S.
Global Connection was not statistically different based on:

Cultural Competency

Academic Status

College

Spanish Proficiency

Native/Heritage
Cultural Competency

Life Enrichment *was not* statistically different based on:

### Gender

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<td>22</td>
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<td>Male</td>
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<td>13</td>
<td>1</td>
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<tr>
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### Academic Status

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<tr>
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<td>27</td>
<td>18</td>
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<td>Junior</td>
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<td>8</td>
<td>6</td>
<td>12</td>
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<tr>
<td>Others</td>
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### Spanish Proficiency

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<tr>
<td>Basic</td>
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<tr>
<td>Intermediate</td>
<td>39</td>
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</tr>
<tr>
<td>Advanced</td>
<td>37</td>
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### Native/Heritage

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<td>Spanish</td>
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<tr>
<td>Others</td>
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<tr>
<td>No</td>
<td>12</td>
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Cultural Competency

Rational Optimism *was not* statistically different based on:

**Academic Status**
- Freshmen (n=41): 8% Below, 9% Meet, 26% Exceed
- Sophomores (n=91): 16% Below, 26% Meet, 49% Exceed
- Juniors (n=52): 9% Below, 15% Meet, 28% Exceed
- Others (n=28): 8% Below, 11% Meet, 24% Exceed

**College**
- Engineering (n=99): 21% Below, 17% Meet, 58% Exceed
- A&S (n=85): 21% Below, 17% Meet, 58% Exceed
- CMLL (n=22): 2% Below, 12% Meet, 39% Exceed
- Others (n=6): 2% Below, 1% Meet, 88% Exceed

**Spanish Proficiency**
- None (n=19): 10% Below, 15% Meet, 40% Exceed
- Basic (n=65): 15% Below, 35% Meet, 40% Exceed
- Intermediate (n=73): 7% Below, 23% Meet, 40% Exceed
- Advanced (n=55): 15% Below, 6% Meet, 8% Exceed

**Native/Heritage**
- Spanish (n=42): 9% Below, 20% Meet, 71% Exceed
- Others (n=33): 9% Below, 11% Meet, 80% Exceed
- No (n=137): 23% Below, 33% Meet, 44% Exceed
Cultural Awareness

Music, art, architecture, and history are all components of a national culture. Many Americans share symbols and customs that we recognize as “American” such as apple pie and the football game-day experience. For Tech students, Beyoncé and tailgating can represent a specific culture.

Spain has many national treasures from the Moorish palace in Granada (Alhambra) to the Prado Museum in Madrid. What is/are the national treasure(s) that you might want to explore while in Seville?

A. The Sagrada Familia.
B. The Cathedral with the famous Giralda tower and the near-by Alcazar Palace and Gardens.
C. Santiago-de-Compostela Cathedral.
D. The Guggenheim Museum.
E. All the above.
Travel Readiness

For your study-abroad experience, pre-travel preparations should be more than simply preparing your luggage. Preparations include, but are not limited to, having correct documentation, travel plans, proper clothing and knowing what things, such as toiletries, are available for purchase in your host country. Travel planning also provides an understanding of some of the day-to-day logistics, such as currency, electric outlets, meals and travel options.

When making a purchase in Europe, how can you pay for it?

A. Withdraw cash from an ATM using a bank debit card.
B. Exchange U.S. dollars in the airport when arriving in Spain.
C. Use a credit card where it is accepted.
D. A. and C. are both correct.
E. A., B. and C. are all correct.
Survey Topic

Motivation

Situational Responsiveness

We are always sending out signals and different cultures can interpret those signals differently. The actions and signals we transmit at home may have an alternative meaning when in Spain. The more you understand what your actions and signals mean in a different culture, the fewer mix ups you are likely to have. Be observant and gracious.
Recommendation

Develop an interest in local foods, regional musical and historical landmarks to foster connections with locals within the Spanish community.
Study-Abroad Skills

Situation Responsiveness and Cultural Awareness were not statistically different based on:

- **Gender**
- **Academic Status**
- **College**
- **Spanish Proficiency**
- **Native/Heritage Speaker**
Language Proficiency

Language proficiency was not statistically different based on:

**Gender**
- Female (n = 103)
- Male (n = 106)
- Fluid (n = 3)

**Academic Status**
- freshmen (n = 41)
- sophomore (n = 91)
- Junior (n = 52)
- Others (n = 28)
Cultural Competency

Motivation *was not* statistically different based on:

**Academic Status**

- Freshmen (n = 41)
  - A: 7
  - Below expectations: 17
  - Meet Expectations: 27
- Sophomore (n = 91)
  - A: 27
  - Below expectations: 16
  - Meet Expectations: 15
- Junior (n = 52)
  - A: 15
  - Below expectations: 8
  - Meet Expectations: 34
- Others (n = 28)
  - A: 12
  - Below expectations: 8
  - Meet Expectations: 20

**Spanish Proficiency**

- None (n = 19)
  - A: 2
  - Below expectations: 7
  - Meet Expectations: 10
- Basic (n = 65)
  - A: 9
  - Below expectations: 17
  - Meet Expectations: 39
- Intermediate (n = 73)
  - A: 21
  - Below expectations: 21
  - Meet Expectations: 31
- Advanced (n = 55)
  - A: 14
  - Below expectations: 8
  - Meet Expectations: 33

**Native/Heritage**

- Spanish (n = 42)
  - A: 11
  - Below expectations: 8
  - Meet Expectations: 24
- Others (n = 33)
  - A: 3
  - Below expectations: 7
  - Meet Expectations: 22
- No (n = 137)
  - A: 32
  - Below expectations: 8
  - Meet Expectations: 67
Priority Categories

For Academic Ambitions, Language/Culture and Grade distribution were statistically different based on Gender.