ASSESSMENT REPORTING TEMPLATE

Complete this template if your program already has results from a program assessment activity.

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1. **List the program’s student learning outcomes.**
   To broaden personal and educational experiences while experiencing new cultures. To develop a greater appreciation of people and cultures throughout the geographic area served by NSE.

2. **Where are your program’s student learning outcomes published?**
   (Mark all that apply and include URLs when appropriate)
   - [x] Website. URL: www.nse.org
   - [ ] Student Handbook. URL, if available online:
   - [x] Information Sheet, Flyer, or Brochure. URL, if available online: www.nse.org
   - National Student Exchange Directory of Exchange Opportunities
   - [ ] UHM Catalog. Page Number:
   - [ ] Other:
   - [ ] Other:

3. **Provide the program’s activity map or other graphic that illustrates how program activities/services align with program student learning outcomes.**
   Among the 200 NSE consortium campuses, UHM has the most diversity in ethnicity of students, and since 1998 has attracted the most visiting students of any consortium member. The diverse experiences offered by exchanging to mainland consortium member schools have also attracted a large number of UHM students to participate.

4. **State the goals of the assessment activity. Include the student learning outcomes that were targeted, if applicable.**

   *What did the program want to find out?*

   We were interested in the extent to which visiting students took advantage of the opportunities for formal study of other cultures and languages at UHM, as well as their enrollment in UHM’s courses in Asian Studies, Ethnic Studies, American Studies, Women’s Studies, and Political Science for the diverse perspectives of these courses in the Hawai’i setting. We were also interested in the academic achievement of students during their exchange year. In addition, we wanted to know the students’ personal evaluations of the extent to which they were able to meet their own objectives, as well as problems they encountered.
Because the academic and cultural experiences of UHM students visiting mainland schools mostly relate to the opportunities provided by those schools, we did not seek the course/grades information, but did seek their personal evaluations of their ability to meet objectives and any problems.

5. **State the type(s) of evidence gathered**

To assess the student learning outcome(s) or answer the assessment question, what evidence was collected?

STAR reports of each incoming student enrollments and grades

A survey tool used for incoming and outgoing exchange students over the last 15 years (which has been shared with other campuses and presented at the national NSE conference). On a 5-point scale, students assess their success in meeting their objectives academically, in cultural awareness, in social life, and in personal growth. In addition, they are asked to report their greatest problems in coming to the exchange school (getting housing, getting financial aid, getting needed classes), and what additional information they would like to have received besides that provided. They are given the opportunity to report other problems from a list of selections. Their assessments are used to modify communication and support.

6. **List the person/people who interpreted or analyzed the evidence that was collected.**

The NSE coordinator (the only program staff).

7. **How did he/she/they evaluate, analyze, or interpret the evidence?**

What method was used to evaluate, analyze, or interpret the evidence?

Tabulation of course enrollments and term gpas.

On the survey, the quantitative scores were averaged, and qualitative statements collected.

8. **State how many persons (e.g., students, clients) submitted evidence that was evaluated (e.g., state the sample size).**

STAR reports were obtained for 132 visiting student terms (97 fall and 35 spring). During this time period, 15 outgoing students and 22 incoming students submitted the survey.
9. Summarize the actual results.

The 2009-2010 term enrollments showed the following:

Hawai`ian Studies or Hawai`ian language: 47
Japanese, Korean, Chinese, Hindi, Filipino, Chamorro, Spanish, French, Italian: 33
Asian Studies, American Studies, Ethnic Studies, Political Science, Women’s Studies: 33

Term average grades:
- 4.00: 11
- 3.50-3.99: 44
- 3.00-3.49: 41
- 2.50-2.99: 20
- 2.00-2.49: 7
- Below 2.00: 9

In the survey, students responded to the question “To what extent have you been able to meet your objectives in the following areas: Academic, Cultural, Social Life, Personal Growth. Rate from Not at All (1) to Very Well (5)

Averages of the responses were:

- Academic: 4.1
- Cultural Awareness: 4.33
- Social Life: 4.33
- Personal Growth: 4.8

Sample qualitative statements included:

“This was absolutely one of the best decisions I ever made for myself—going to UH not only changed my zip code, but it changed my life. I loved learning about Hawaiian culture—I found myself learning so much important history that I never knew.”

“This was by far the best program that I could have ever participated in—it was a life changing experience, an amazing opportunity for personal and educational growth.”

“Absolutely wonderful—wish I could have stayed for my last year of college.”

Outgoing students’ average responses were:

- Academic: 4.00
- Cultural Awareness: 4.50
- Social Life: 4.20
- Personal Growth: 4.00

They were also asked about specific problems they had, evaluation of the school they exchanged to, and whether they would recommend it to other UHM students for exchange. Over the years we have compiled such assessments of outgoing students for potential participants to consult in choosing an exchange school.
10. What was learned from the results?

For the most part, students succeeded in meeting their objectives in all areas. Other valuable information was gained from less positive responses, which are also shared with relevant campus offices for consideration.

“One thing lacking here is extracurricular activities.”

“It was a big problem for me having the first day of move-in be the Saturday before classes started. It gave me absolutely no time to adjust to the new climate, setting, people, etc. I got very sick and had no food because my financial aid hadn’t come in yet. I was trying to get my classes arranged, figure out where I was and what I was supposed to do. It would have been easily solved if I was allowed perhaps 3 or 4 days at least in my dorm to adjust before school started.” (This student ultimately transferred to UHM, as did 9 others from the last academic year.)

11. Use of results/program modifications:

One survey question addresses the greatest concerns students had before coming, whether getting housing, getting financial aid, getting classes or other. Another question is “What additional information would you like to have received beyond that mailed or e-mailed to you?” The communication with students each year is updated based on these responses. The NSE coordinator is the major liaison between students and Student Housing and the financial aid office, as well as with all academic departments in assisting students with course enrollments (their records are not input into Banner.)

12. Reflect on the assessment process.

Is there anything related to assessment procedures your program would do differently next time? What went well?

We feel that our assessment tool is effective in determining how students evaluate the achievement of their goals and in what way our support can be expanded or modified.

Other important information

The in-service training component of this years National Student Exchange annual placement conference (March in Portland, Maine) will emphasize assessment. Currently the template recommended on the national website utilizes much of the tool developed at UHM.
National Student Exchange (2009-2010)  
Incoming Mid-Year Survey Questionnaire

1. Do you have any general comments about your exchange experience (so far)?

2. Home School  

3. Major  

4. 2009-2010 Class Standing:   Sophomore _____   Junior _____   Senior _____

5. Living Arrangement:  
   Dorms _____   Off-Campus _____   Other ________________________________  
   Did you find this satisfactory? Please comment.

6. Had you lived away from home before coming to UHM?  
   Dorms _____   Off-Campus _____   No _____

7. (Circle one) I am finding courses to be HARDER / EASIER / SAME as at my home school.

8. What were your greatest concerns in getting ready to come to UHM?  
   _____ Getting a dorm assignment/finding housing  
   _____ Getting financial aid  
   _____ Getting the classes I needed  
   _____ Other ________________________________

9. What additional information would you like to have received beyond that mailed or e-mailed to you?

10. To what extent did the NSE orientation help your adjustment?  
    _____ Most of my concerns were dealt with  
    _____ I needed to know more about ________________________________  
    _____ I did not attend orientation
9. Which of the following have been problems in your adjustment to the UHM campus?

- Getting needed courses
- My dorm/off-campus accommodations
- My roommate(s)
- Finding a job
- Having enough money
- Course difficulty
- Teacher(s)
- Making friends
- No major problems
- Cultural differences

10. To what extent have you been able to meet your objectives so far in the following areas? Rate from Not at all (1) to Very Well (5)

   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|
 a. Academic       |   |   |   |   |   |
 b. Cultural Awareness |   |   |   |   |   |
 c. Social life    |   |   |   |   |   |
 d. Personal       |   |   |   |   |   |
 e. Travel         |   |   |   |   |   |

11. Would you recommend UHM to other students at your home school?

   ____ Yes  ____ No

12. Would you recommend UHM for your major?

   ____ Yes  ____ No

13. Do you have any other brief evaluations of your exchange experience?

Thanks you for your responses, which help us in preparing for future exchange students. Keep in touch with me at: sandyd@hawaii.edu