Assessment of Study Abroad Evaluations

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The Global Engagement Office (GEO)

This assessment report provides feedback on GEO’s current evaluations on its Study Abroad programs, aiming to make use of assessment tools to better serve students in their study abroad endeavor.
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Tan’s Assessment on SCU Study Abroad Evaluations

Context
The Global Engagement Office (GEO) understands that assessment is a very important tool in its continuous efforts to improve student services. Therefore, the GEO assigns its first Graduate Intern to evaluate and enhance the assessment tools currently employed by its Study Abroad team (hereafter referred to as “the Program”) with major tasks set out as follows:

a) Identify the various evaluations used by the Program and write a summary sheet.
b) Assess the current data that has been gathered and make suggestions for improvements.
c) Create a calendar of when evaluations should be sent and when they are due.
d) Review the questions and information, identify: 1) one to five learning goals related to the academic intercultural experience to give the Program information about student learning; 2) survey questions currently asked by the Program which could reflect the intercultural learning experience at SCU.
e) Gather the evaluations together in a single report along with the summary sheet and NSSE data, etc., that could provide an overall view of all evaluations.

Before looking into the various evaluations, it is imperative to review the institute’s mission, the purposes and goals of conducting these evaluations.

Santa Clara University’s Mission Statement
On Santa Clara University’s website, it is clearly stated that “The University pursues its vision by creating an academic community that educates the whole person within the Jesuit, Catholic tradition, making student learning our central focus, continuously improving our curriculum and co-curriculum, strengthening our scholarship and creative work, and serving the communities of which we are a part in Silicon Valley and around the world”.

 Purposes and Goals of Evaluations
There are three major purposes for evaluations:

a) Satisfaction: for this purpose, the Program would like to measure how satisfied students are towards its study abroad programs; so as to improve related academic and logistic services.
b) Student learning: this purpose focuses on measuring students’ learning outcome; the data is mainly used for faculty/program providers to improve academic quality and effectiveness of programs.
c) Political purposes: the Program acquires information to maintain/obtain resources in order to support programs.

In line with the mission, three goals need to be achieved through the assessment efforts:

a) Optimize student learning outcomes mainly in terms of fostering their global understanding and intercultural competence;
b) Enhance education output (e.g. increase the number of students studying abroad);
c) Acquire statistics to support programs, both financially and administratively.

Among these three goals, student learning is by far the most important. In their presentation with IES in April 2010, Jonte-Pace and Molony categorized the learning objectives of SCU students in their study abroad programs in three areas: “Knowledge, Habits of mind and heart, and Engagement with the world”. They specify these objectives as follows:

**Knowledge**
- Global Cultures
- Arts & Humanities
- Scientific Inquiry
- Science & Technology
- Diversity
- Civic life

**Habits of Mind and Heart**
- Critical Thinking
- Mathematical Reasoning
- Complexity
- Ethical Reasoning
- Religious Reflection
- Communication

**Engagement with the World**
- Perspective
- Collaboration
- Social Justice
- Civic Engagement

Under these foundational goals, the goal of the Program is to foster students’ global understanding and intercultural competence through their study abroad experience. With this goal in mind and help from the Program, as the first Graduate Intern, I conducted an assessment on the current evaluations in summer 2013.

**Section I: Current Evaluations**

In the past two years, the Program has administered four sets of surveys: an exit survey for return study abroad students, a Pre-departure Orientation survey, a survey for in-bound exchange students, and still another one for SCU’s study abroad Fair providers. For the purpose of simplicity, these surveys will be addressed as Pre-Survey, Post-Survey, Exchange Student Survey, and Providers’ Survey, questions of past surveys are attached in Appendices A, B, C and D respectively. In this section, we will look into the current evaluations in detail.
Timelines of Current Evaluations

a) Pre-Survey
Pre-Survey is designed to obtain students’ feedback on orientations. The most recent one was sent on April 26th 2012. Based on the quarter system, SCU study abroad programs are divided into five major timeframes: Spring Quarter, Spring Semester, Summer Quarter, Fall Quarter, and Winter Quarter. Currently, there is only one program occurring during Spring Quarter, which takes place from April to August every year. Another orientation is organized for both Spring Semester and Winter Quarter programs, since the starting times of these programs are close. The same applies to the Summer and Fall Quarter programs. As such, the Program organizes three orientations over one school year, which are listed in Table 1 below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Quarter</th>
<th>Orientation</th>
<th>Time (Approx.)</th>
<th>Last Pre-Survey</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Quarter</td>
<td>Mar.–Jun.</td>
<td>1</td>
<td>Feb.</td>
<td>04/26/12</td>
<td>118</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>Jan.–Jun.</td>
<td>1</td>
<td>Nov.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter Quarter</td>
<td>Jan.–Mar.</td>
<td>1</td>
<td>May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Quarter</td>
<td>Jun.–Aug.</td>
<td>1</td>
<td>Aug.</td>
<td>08/20/13</td>
<td>0</td>
</tr>
<tr>
<td>Fall Quarter</td>
<td>Sept.–Dec.</td>
<td>1</td>
<td>Sept.</td>
<td>09/18/12</td>
<td>24</td>
</tr>
</tbody>
</table>

b) Post-Survey
Post-Survey aims for feedbacks from students who have returned from their study abroad programs. As mentioned in the Pre-Survey, programs are organized in five timeframes. Accordingly, Post-Surveys are carried out five times a year, as shown in Table 2 below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Quarter</th>
<th>Post-Survey</th>
<th>Survey Time (Approx.)</th>
<th>Last Post-Survey</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter Quarter</td>
<td>Jan.–Mar.</td>
<td>1</td>
<td>Apr.</td>
<td>03/27/13</td>
<td>8</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>Jan.–Jun.</td>
<td>1</td>
<td>Jun.</td>
<td>06/27/13</td>
<td>3</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td>Mar.–Jun.</td>
<td>1</td>
<td>Aug.</td>
<td>08/20/13</td>
<td>0</td>
</tr>
<tr>
<td>Summer Quarter</td>
<td>Jun.–Aug.</td>
<td>1</td>
<td>Sept.</td>
<td>09/18/12</td>
<td>24</td>
</tr>
<tr>
<td>Fall Quarter</td>
<td>Sept.–Dec.</td>
<td>1</td>
<td>Dec.</td>
<td>12/14/12</td>
<td>205</td>
</tr>
</tbody>
</table>

c) Exchange Student Survey
This survey is sent to incoming exchange students at SCU, the number of which is very low. As of Fall 2013, there are only 18 exchange students. Usually, they come to SCU for Spring Quarter, Spring and Winter Quarters, Fall Quarter, or a full academic year. Based on their completion dates, there are three surveys for exchange students over a school year, as shown in Table 3 on the next page.

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1 There is only one Study Abroad program in Japan that is under Spring Quarter, which takes place from April to August.
**Table 3: Exchange Student Survey Timeline**

<table>
<thead>
<tr>
<th>Program</th>
<th>Quarter Timeframe</th>
<th>Post-Survey</th>
<th>Survey Time (Approx.)</th>
<th>Last Post-Survey</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter</td>
<td>Sept. – Dec.</td>
<td>1</td>
<td>Jan.</td>
<td>12/03/12</td>
<td>8</td>
</tr>
<tr>
<td>Winter Quarter</td>
<td>Jan. – Mar.</td>
<td>1</td>
<td>Apr.</td>
<td>04/14/13</td>
<td>5</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td>Mar. – Jun.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Year</td>
<td>Sept. – May</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter &amp; Spring Quarter</td>
<td>Jan. – Jun.</td>
<td>1</td>
<td>Jun.</td>
<td>06/27/13</td>
<td>9</td>
</tr>
</tbody>
</table>

**d) Providers’ Survey**

This survey is sent to program providers that participate in SCU’s Study Abroad Fair. It is administered once a year right after the Fair. See Table 4 for detailed information.

**Table 4: Providers’ Survey Timeline**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Timeframe</th>
<th>Survey</th>
<th>Time (Approx.)</th>
<th>Last Pre-Survey</th>
<th>Number of Responses</th>
<th>Number of Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter 2012</td>
<td>Sept. – Dec.</td>
<td>1</td>
<td>Oct.</td>
<td>10/17/12</td>
<td>10</td>
<td>17</td>
</tr>
</tbody>
</table>

**Use of Current Evaluations**

According to my research, surveys are all sent by Andrea, the Assistant Director of Study Abroad on Survey Monkey. From the above four tables, we can see that few surveys have many respondents. Apart from the Fall 2012 Post-Survey with 205 responses, and the 2012 Pre-Survey with 118, most surveys had less than 10 participants.

Once a survey is completed, Andrea would read the results and take actions accordingly. So far, students’ feedbacks have not been communicated to concerning faculty running SCU study abroad programs or program providers, in part because the shortage of staff in the Program; also because Andrea did not see any major concerns that warranted such attention.

**Section II: Challenges and Considerations**

I have conducted research, communicated with the Program staff, and utilized my classroom learning, to provide constructive recommendations. However, there are some obstacles which make it difficult for me to come up with an overarching assessment that takes into consideration all evaluations conducted by both SCU and program providers.

**Challenges**

1) Insufficient information on evaluations of all study abroad programs

For a fair, thorough and complete assessment, it is necessary for me to have a clear idea of all evaluations conducted by the Program itself, faculty who runs SCU programs, and providers. SCU has as many as 180 study abroad programs, many of which are implemented by providers. While I can do research on all evaluations done by the Program, I cannot acquire data on

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2 Rarely do exchange students come for a Winter Quarter.
evaluations run by SCU faculty or other providers. Without knowing what faculty and providers are doing with their evaluations, it is difficult to gauge the appropriate breadth and depth for current surveys.

2) Lack of work experience in a full circle of study abroad
Another challenge is that, as an intern, I have not worked in the Program long enough to witness a full circle of study abroad operation. Without this experience, it is very difficult for me to create an annual calendar for all surveys.

Considerations
Given the above limitations, I have decided that my assessment should be based on the assumption that SCU faculty and providers would run their own evaluations, with a focus on the academic side, e.g., student learning. As such, the Program should focus more on eliciting feedback that can help staff to better serve students so that their study abroad experience can be a well-informed and fulfilling one. I am also aware that these limitations might affect my ability to make sound and well-balanced judgment.

To run an effective assessment, various (both direct and indirect) methods should be used. Given the above assumptions, I believe faculty from SCU and providers’ end will have employed tools such as student reflection paper, observation, E-portfolio, research paper, etc. in their evaluation. As for the Program, the most effective tool remains to be surveys.

Still another consideration is, it is necessary to conduct both formative and summative assessments. A formative assessment should take place not long after a program has started, so that actions can be taken in time to fix problems or ensure the Program is going for the right direction. Since SCU has nearly 200 programs, each starting at a different time; it is impossible to conduct formative assessment for each program with the current staffing. Again, I assume that formative assessments are taken care of by SCU faculty and/or providers.

**Section III: Recommendations**
With the above considerations in mind, I will present my recommendations to the Program in terms of timeline and frequency, students’ participation, survey questions, and use of feedback.

**Timeline and Frequency**
Overall, the Program has been very consistent in its assessment endeavor, especially surveys for returning and exchange students, and program providers. However, due to the limited staffing, Pre-Survey was not administered in the past academic year; although the Program is intended to resume it in the new school year. Taken into consideration the current staffing and resources, I think it is a good start for the Program to administer four kinds of evaluations within one academic year. Table 5 lists their respective timelines; and Appendix H displays tentative dates for each survey on an annual calendar.
Table 5: Summary of Survey Timelines

<table>
<thead>
<tr>
<th></th>
<th>Pre-Survey</th>
<th>Post-Survey</th>
<th>Exchange Student Survey</th>
<th>Providers Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Annual Surveys</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Time of Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>May</td>
<td>Jul.</td>
<td>Apr.</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>February</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>No surveys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No surveys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>November</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students’ Participation

Over the past couple of years, the response rates for Exchange Student Surveys and Provider’s Surveys were satisfying. However, this was not the case with Pre- and Post-Surveys, which, in my opinion, are the two most important evaluations for the Program. To obtain a broader picture on how our orientations and programs are organized, and how much students are learning from them, it is necessary for the Program to make greater efforts to involve more students in its pre- and post-evaluations. To this end, I would like to make the following recommendations:

1) **Send a survey right after each program is finished.**

   Ideally, a survey should be sent (an email with the link to the survey on Survey Monkey) on the day or the following day a program/event is finished, while students’ memory is still fresh. This is easy to manage for the three Pre-Surveys; but it is very difficult and time consuming for Post-Surveys with the various program end dates. To solve this problem, the web-based software – Terra Dotta – could be very useful. A survey can be sent automatically to all program participants on the last day of the Program through programming; although the software might be costly.

2) **Emphasize that surveys are used to help the Program better serve future participants.**

   If students were told that their feedback would only be used to help improve programs for future participants, most of them (if not everyone) would be happy to respond to a survey and take it
seriously. The Program can make use of every opportunity (such as Study Abroad 101, Orientation, etc.) to get this message across to all students who intend to study abroad.

3) Coordinate with Office of Registrar to make it mandatory if needed.
If the Program deems it essential for all students studying abroad to respond to surveys, it could consider coordinating with the Program of Registrar to make it a requirement, as the last resort.

Survey Questions
Due to the previously mentioned limitations, the focus of this assessment is on the current survey questions, with more importance attached to Pre- and Post-Surveys. Evaluations should be used to reinforce student learning; with this understanding in mind, it is critical to design these two surveys in a cohesive and systematic manner. Additionally, it is important to keep in mind that surveys provide a good opportunity for students to keep track of their learning goals.

   a) Starting with Application
Since study abroad starts with students’ application, they should be prompted to think why they want to study abroad and what their goals are at this stage. The current application has incorporated these questions; which includes those asked by NSSE in its annual institutional evaluations under the sector of “Enriching Educational Experience”. In doing so, the Program can compare answers from study abroad students and sample students chosen by NSSE; which will shed light on the learning outcome of students’ study abroad experience.

To give a better picture of what students might get out of such experience; I would like to suggest two changes to the current list of goals. First, divide the goals into three categories as academic, professional and personal; such categorization helps students to structure their various goals. Second, we could combine the items included in Q16 of the Post-Survey regarding the impact of study abroad (which are essentially goals), and produce an enriched list of goals as below:

   Academic
   ▪ Satisfy Major requirements
   ▪ Satisfy Minor requirements
   ▪ Satisfy Core requirements
   ▪ Complete a Senior Project
   ▪ Learn a new language or gain language proficiency
   ▪ Increase knowledge of a country or region
   ▪ Challenge myself with new subjects
   ▪ Conduct research or make research connections
   ▪ Connect with faculty who is teaching or coordinating the Program

   Professional
   ▪ Pursue an academic internship
   ▪ Pursue community-based learning or volunteer opportunities
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- Build relationships with other international students and local people
- Gain an understanding of the professional environment in another country or region
- Nurture a global network for potential job opportunities in the future
- Visit companies or organizations of my area of interest

**Personal**

- Live as part of a local family
- Make friends from other countries
- Develop self-confidence and independence
- Develop my ability to have serious conversations with students of a different race or ethnicity other than my own
- Develop my ability to have serious conversations with students who are very different from myself in terms of religious beliefs, political opinions or personal values
- Develop my understanding of people from different racial or ethnic backgrounds other than my own
- Develop my ability to contextualize the role of the US in the world
- Enhance my understanding of inequalities in the world and how I might engage with issues of social justice
- Explore my personal code of values and ethics
- Seek for a “deepened sense of spirituality”

Now that students are asked to think about their goals when they apply, it is necessary to remind them of their goals during their pre-departure orientation.

**b) Pre-Survey Questions**

There are three things I like about the current Pre-Survey: 1) it is short and simple; 2) it tells students that their suggestions would be used to help develop future orientations; 3) it is anonymous. However, in the above understanding that evaluations should be used to reinforce student learning; at this stage, we should remind them of their goals, and start them thinking what they can do to achieve their goals while studying abroad. Appendix E is the list of my recommended questions for a Pre-Survey.

**c) Post-Survey Questions**

The current Post-Survey is well organized into five categories: Personal Information, Goals, Academic Programs, Program Preparation, and Summary and Recommendations. To keep the consistency of evaluations, I would like to suggest the following:

1) Delete Q1 and Q2 asking students for name and email. Students will feel more comfortable and open in providing their feedback if surveys are anonymous.
2) Change Q7 asking their goals for study abroad. Since students have been asked what their goals are at the application stage, and are reminded of them after attending orientation; there is no need to ask again in the Post-Survey.
3) Q8 should be deleted due to the updated Q7, which is similar to Q8.
4) Q9: after students select what experience they have, instead of stating “Please describe, specifically”, we can ask “Did your above experience help you in achieving your goals? Why or why not? This change keeps students on track of their goals; it also provides more useful information to the Program.
5) Q10 to Q13: I feel these four questions might be more useful for program providers or faculty running SCU programs. However, if the Program wants to obtain some insightful information about programs, we can keep these questions; though I would suggest changing the wording of these questions in a way that students feel more open to answer.
6) Q16: “Study abroad at Santa Clara impacted the following for me”. This question is incorporated into Q7. In its absence, we could ask “How has your study abroad experience impacted your plans for your future?”
7) Q17: “Would you select the same program, if you had to do it again?” It would be more realistic for students to think about “Would you recommend the Program to others, why or why not?”
8) Swap the order of Q19 and Q20, making Q19 the last question.

A suggested list of Post-Survey questions is presented in Appendix F.

d) Exchange Student Survey Questions

This survey results can provide useful information for ISS since exchange students are international students. Based on my observations below, I have included my suggested questions in Appendix G.

1) Q5 regarding Goals: when exchange students finish their studies at SCU, in their post survey, we could ask how they are doing in terms of achieving their goals; the same as we do in the Post-Survey for SCU students returning from study abroad.
2) Q8 and Q9 should be taken off the list since we no longer run the Mentor Program.
3) Q15-17: asking if the Study Abroad, ISS, and the Cowell Health Center or CAPS helpful; instead of “Please elaborate”, we could ask “What could the Program have done to make your experience at SCU more successful and fulfilling?”
4) Under the Section “Academics”, we could add two questions: A) What are the major differences in terms of learning patterns and culture between SCU and your home university? B) In terms of students learning, is there any practice at SCU you would like to recommend to your home university, and vice versa?

e) Providers’ Survey Questions

As Andrea puts it, SCU goes extra miles to secure feedback from program providers that attend its Study Abroad Fair. This clearly shows the GEO’s commitment to provide as many opportunities as possible for students’ global engagement through enlisting numerous program providers that offer a wide variety of quality programs.
The current survey is straightforward, nice and short; changes have been made based on feedbacks from providers that attended past fairs. For example, the Program has changed the venue from outdoors into indoors because many providers mentioned that it was too windy in the open space last year. Also, the time has been shortened to one day rather than one week. As a result, providers no longer attend SCU’s Study Abroad 101; thus Q2 should be taken off the list.

A student’s feedback on last year’s Fair indicates that it would be very helpful if the Program can provide one simple pamphlet that gives a brief introduction of all providers and their programs. This way, they can choose programs of their interest and talk to targeted providers for detailed information, rather than approaching every provider in search of a suitable program. I have communicated with the Program regarding this feedback, which will be taken into consideration when organizing this year’s fair.

## Acknowledgement
Without the support of the Study Abroad Office, this assessment could not have been completed. I would like to thank the Program for taking the time and efforts in providing me with all detailed information of the current evaluations; especially I would like to express my heart-felt appreciation to David, the Director of Study Abroad, for his keen insight in the field of study abroad and creative ideas on assessment.
Appendices

Appendix A: Study Abroad Pre-Departure Orientation Evaluation

Page 1

Please comment on the General Orientation and Small-Group Orientation meetings. Your suggestions will be used to help develop future orientations. Thank you!

*Survey is anonymous.

Page 2

1. Which Orientation session did you attend?
   - [ ] Saturday, April 21st
   - [ ] Tuesday, April 24th
   - [ ] Wednesday, April 25th

2. Please provide your program provider and location for study abroad.

3. Did your parent(s) or other guardian attend the Orientation on Saturday?
   - [ ] Yes
   - [ ] No

Page 3

4. What did you learn about preparing for study abroad that you did not know before?

5. What did you like about the orientation? Would you change anything?

6. What additional concerns or questions do you have about studying off-campus?

7. Additional Comments?

Page 4

Thank you for taking the time to respond! We appreciate your efforts!
Appendix B: Study Abroad After-Return Survey Questions

Your evaluation as a returning study abroad student is very important to helping the Study Abroad Office monitor programs and improve services. We value your constructive comments. This evaluation will take you approximately 5-10 minutes to complete.

Page 1:
1. Name
2. Email
3. Program Location
4. Term Abroad
5. Year Abroad
6. Major

Page 2: Goals
7. What were your goals for study abroad (check all that apply)?
   - Learning a new language or gaining greater language proficiency
   - Greater awareness of or in-depth knowledge of a particular country or region
   - Pursue particular academic curriculum/courses
   - Pursue academic internship
   - Pursue community-based learning or volunteer opportunities
   - Participate in student clubs or organizations
   - Live as part of a local family
   - Personal growth and development
   - Other (please specify below)

8. To what extent did you succeed in accomplishing your goals? Why did you succeed or not?

Page 3: Academic Programs
9. In which of the following did you participate:

<table>
<thead>
<tr>
<th>Academic internship</th>
<th>Participated</th>
<th>Did not participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community-based Learning</td>
<td></td>
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<tr>
<td>Student clubs/organizations</td>
<td></td>
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<tr>
<td>Homestay</td>
<td></td>
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</tr>
<tr>
<td>Please describe, specifically</td>
<td></td>
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</tr>
</tbody>
</table>

10. Describe your favorite class
11. Describe your least favorite class
12. Describe your favorite professor
13. Describe your least favorite professor
14. How frequently did you interact with:

<table>
<thead>
<tr>
<th></th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>People of the host country</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other international students</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Other Americans</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Page 4: Program Preparation**

15. What did you find helpful in preparing for your time abroad?

<table>
<thead>
<tr>
<th></th>
<th>Very Helpful</th>
<th>Somewhat Helpful</th>
<th>Not Helpful</th>
<th>Did not Attend/Use</th>
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</thead>
<tbody>
<tr>
<td>Study Abroad 101</td>
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<tr>
<td>Talking to former participants</td>
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<tr>
<td>Pre-Departure Orientation</td>
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<tr>
<td><strong>Information Sessions</strong></td>
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<tr>
<td>SCU Study Abroad website</td>
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<tr>
<td>Talking to Peer</td>
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<tr>
<td>Advisors at the Study Abroad Office</td>
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<tr>
<td>Talking to Staff at the Study Abroad Office</td>
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<tr>
<td>Other, please specify</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

**Page 5: Summary & Recommendations**

16. Study Abroad at Santa Clara impacted the following for me: (check all that apply)

- Major
- Minor
- Core requirements
- Senior Project
- Foreign Language Study
- Career
- Community based learning
- Internships
- My ability to understand global perspectives
Tan’s Assessment on SCU Study Abroad Evaluations

- My ability to have serious conversations with students of a different race or ethnicity other than my own
- My ability to have serious conversations with others who are very different from myself in terms of religious beliefs, political opinions, or personal values.
- My development in understanding those from different racial or ethnic backgrounds other than my own
- My development of my personal code of values and ethics
- Personal growth
- My ability to contextualize the role of the US in the world
- My understanding of inequalities in the world and how I might engage with issues of social justice
- A deepened sense of spirituality
- Other please specify

17. Would you select the same program, if you had to do it again?
   - Yes
   - No
   - Maybe

18. If you selected “No” above, what program would you have preferred?

19. What ways would you like to collaborate with the Study Abroad Office upon your return to SCU?

Be certain that you entered your name in questions #1 so that the SCU Study Abroad Office can contact you. Check all that apply.

I would like to:

- Respond to emails from students interested in studying abroad
- Assist with Study Abroad presentations in residence halls, major fairs, workshops on funding study abroad, etc.
- Present at Study Abroad 101 sessions
- Share my photos with the SCU Study Abroad Office
- Participate on panel discussions during Family Weekend and Preview Days
- Talk with prospective study abroad students at the Study Abroad Fair
- Lead discussion about my program at Pre-Departure Orientation
- Work in the Global Engagement Office

20. Any suggestions to the Study Abroad Office for improving Santa Clara’s on-campus orientation or other services?
Appendix C: Santa Clara Exchange Student Evaluation Form Fall 2013

Your evaluation as a former exchange student at Santa Clara University is very important to helping the SCU Study Abroad Office monitor programs and improve exchange student services. We value your constructive comments. This evaluation will take you approximately 5-10 minutes to complete.

Page 1
Student Information

1. First and Last Name
2. Home University
3. Major
4. Term at SCU (select all that apply)
   - Winter 2012
   - Spring 2012
   - Fall 2012
   - Winter 2013
   - Spring 2013

Page 2
Goals

5. What were your goals for your exchange program with SCU?
   - Major
   - Minor
   - Core requirements
   - Senior project
   - Foreign Language Study
   - Career
   - Community based learning
   - Internships
   - My ability to understand global perspectives
   - My ability to have serious conversations with students of a different race or ethnicity other than my own
   - My ability to have serious conversations with others who are very different from myself in terms of religious beliefs, political opinions or personal values
   - My development in understanding those from different racial or ethnic backgrounds other than my own
   - My development of my personal code of values and ethics
   - Personal growth
   - My ability to contextualize the role of the US in the world
Tan’s Assessment on SCU Study Abroad Evaluations

- My understanding of inequalities in the world and how I might engage with issues of social justice
- A deepened sense of spirituality
- Other (please specify)

6. To what extent did you succeed in accomplishing your goals? Why did you succeed or not?

Page 3
Pre-Arrival and Orientation Information

7. Please rate the following:

<table>
<thead>
<tr>
<th></th>
<th>Exceed Expectations</th>
<th>Very Good</th>
<th>Met Expectations</th>
<th>Below Expectations</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Arrival Information from SCU SA Office</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Pre-Arrival Information from ISS</td>
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</tr>
<tr>
<td>Ecampus and course registration information</td>
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<tr>
<td>Health insurance information</td>
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<td></td>
</tr>
<tr>
<td>Exchange/International Student Orientation</td>
<td></td>
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</tr>
</tbody>
</table>

Please provide any suggestions for improvements to the pre-arrival and orientation services.

8. Did you participate in the Mentor Program?
   - Yes
   - No

9. If yes, did you find the mentor program helpful?
   - Yes
   - No

Please list any suggested improvements for the Mentor Program

Page 4
Academics

10. List the specific course you took at SCU
11. What academic resources and opportunities were available? (Check all that apply.)

<table>
<thead>
<tr>
<th></th>
<th>Available</th>
<th>Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutors</td>
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<tr>
<td>Library</td>
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<tr>
<td>Computers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hub Writing Center</td>
<td></td>
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</tbody>
</table>

3 Including welcome letter, Exchange Student Handbook, Email correspondence with SCU SAO.
12. In which of the following did you participate? (Check all that apply).

<table>
<thead>
<tr>
<th>Participated</th>
<th>Did not participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Internship</td>
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<tr>
<td>Academic Research</td>
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<tr>
<td>Volunteering/Service Learning</td>
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<td>Student clubs/organizations</td>
<td></td>
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<tr>
<td>Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

13. List any courses and/or professors you would recommend.

14. List any courses and/or professors you would suggest avoiding.

15. Did you experience academic challenges?
   - Yes
   - No

   If yes, please comment on the actions you took to address your challenges.

16. Did you find the Study Abroad Office helpful throughout your time at SCU?
   - Yes
   - No

   Please elaborate

17. Did you find the ISS Office helpful throughout your time at SCU
   - Yes
   - No

   Please elaborate

18. Did you find the Cowell Health Center or CAPS (Counseling and Psychology Services) helpful throughout your time at SCU?
   - Yes
   - No
   - Not applicable

   Please elaborate

19. Would you have liked additional activities available to you during your time at SCU?
   - Yes
   - No

   If yes, please list activities you would have liked to have available to you.
Housing

20. Did you live on campus or off campus?
   - On campus
   - Off campus

   Please describe your housing situation.

21. Would you recommend your housing placement to future exchange students?
   - Yes
   - No

   Please explain your response.

22. Overall, would you recommend SCU to other students from your home university?
   - Yes
   - No

   Other (please specify)

23. Additional comments or suggestions for improvement are always welcome! Thank you!
Appendix D: Study Abroad Fair – Providers

Page 1: Study Abroad Fair and Visit to SCU

Thank you for attending Santa Clara University’s Study Abroad Fair on Tuesday, October 16, 2012. We value your feedback.

1. Please evaluate the SCU Study Abroad Partner Lunch

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Needs some work</th>
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<tbody>
<tr>
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<tr>
<td>Location</td>
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<tr>
<td>Food</td>
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<tr>
<td>Presentation on Global Education at SCU</td>
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<tr>
<td>Presentation on Study Abroad at SCU</td>
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<tr>
<td>Round-table introduction/presentation</td>
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</tbody>
</table>

Please comment:

2. How useful was it for you to attend SCU’s Study Abroad 101: How to succeed in Study Abroad presentation as part of your day?

   Extremely useful   Somewhat useful   Not very useful   I did not attend

Please comment:

3. Please evaluate the following aspects of the Study Abroad Fair:

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Less than adequate</th>
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</thead>
<tbody>
<tr>
<td>Time of day</td>
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</tr>
<tr>
<td>Duration</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Location for attracting students</td>
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</tr>
<tr>
<td>Location ambiance</td>
<td></td>
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<tr>
<td>Opportunity to talk with students</td>
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<tr>
<td>Boxed dinner</td>
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<tr>
<td>Overall</td>
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Please comment:

4. Please let us know what you liked best about the day, what ideas you have for how we might improve, and share any other comments.
Appendix E: Study Abroad Pre-Departure Orientation Evaluation (Recommended)

Please comment on the General Orientation and Small-Group Orientation meetings. Your suggestions will be used to help develop future orientations. Thank you!
*Survey is anonymous.

1. Please provide your program provider and location for study abroad.
2. Did your parent(s) or other guardian attend the Orientation with you?
   Yes ☐    No ☐
3. To what extent do you find the pre-departure resources on the website helpful? What needs to be improved?
4. Mark and review the goals you set up during your application, are there any changes? If so, what has caused these changes?

Academic
- Satisfy Major requirements
- Satisfy Minor requirements
- Satisfy Core requirements
- Complete a Senior Project
- Learn a new language or gain language proficiency
- Increase knowledge of a country or region
- Challenge myself with new subjects
- Conduct research or make research connections
- Connect with faculty who is teaching or coordinating the Program

Professional
- Pursue an academic internship
- Pursue community-based learning or volunteer opportunities
- Build relationships with other international students and local people
- Gain an understanding of the professional environment in another country or region
- Nurture a global network for potential job opportunities in the future
- Visit companies or organizations of my area of interest

Personal
- Live as part of a local family
- Make friends from other countries
- Foster self-confidence and independence
- Develop my ability to have serious conversations with students of a different race or ethnicity other than my own
- Develop my ability to have serious conversations with students who are very different from myself in terms of religious beliefs, political opinions or personal values
- Develop my understanding of people from different racial or ethnic backgrounds other than my own
Tan’s Assessment on SCU Study Abroad Evaluations

- Develop my ability to contextualize the role of the US in the world
- Enhance my understanding of inequalities in the world and how I might engage with issues of social justice
- Explore my personal code of values and ethics
- Seek for a “deepened sense of spirituality”

5. What specific activities you plan to engage in accomplishing your goals while abroad?
6. Is there anything you wish to be addressed at the orientation but wasn’t addressed at all or not sufficiently?
7. What did you learn about preparing for study abroad that you did not know before? (e.g. passport and visa, travel warning, overseas shipment, etc.)
8. What did you like about the orientation? Would you change anything?
9. What addition concerns or questions do you have about studying off-campus?
10. Please include any other comments/suggestions on how to improve the effectiveness of future orientations, if any.
Appendix F: Study Abroad After-Return Survey Questions (Recommended)

Your evaluation as a returning study abroad student is very important to helping the Study Abroad Office monitor programs and improve services. We value your constructive comments. This evaluation will take you approximately 5-10 minutes to complete.

Section I: Program Info & Goals
1. Program Location
2. Term Abroad
3. Year Abroad
4. Major
5. Please review the goals you had set up before your departure. Put a “√” in front of those that you achieved, cross out ones that you failed, and add those that you achieved but were not on the list. Explain: A) what helped you to achieve all your goals; B) why you have failed to achieve certain goals; and C) why there were changes in your previous goals. Choose whichever applies to your situation.

Section II: Academic Programs
6. In which of the following did you participate:

<table>
<thead>
<tr>
<th></th>
<th>Participated</th>
<th>Did not participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic internship</td>
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<tr>
<td>Community-based Learning</td>
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<tr>
<td>Student clubs/organizations</td>
<td></td>
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</tr>
<tr>
<td>Homestay</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Did your above experience help you in achieving your goals? Why or why not?

7. Describe your most memorable/effective class
8. Describe your least effective class
9. Describe your most inspirational/influential professor
10. Describe your least inspirational/influential professor
11. How frequently did you interact with:

<table>
<thead>
<tr>
<th></th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>People of the host country</td>
<td></td>
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<td></td>
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<tr>
<td>Other international students</td>
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<tr>
<td>Other Americans</td>
<td></td>
<td></td>
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</tbody>
</table>

Section III: Program Preparation
12. What did you find helpful in preparing for your time abroad?

<table>
<thead>
<tr>
<th></th>
<th>Very Helpful</th>
<th>Somewhat Helpful</th>
<th>Not Helpful</th>
<th>Did not Attend/Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Abroad 101</td>
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<tr>
<td>Talking to former participants</td>
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Tan’s Assessment on SCU Study Abroad Evaluations

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<tr>
<td>SCU Study Abroad website</td>
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<tr>
<td>Talking to Peer</td>
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<tr>
<td>Advisors at the Study Abroad Office</td>
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<tr>
<td>Talking to Staff at the Study Abroad Office</td>
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<tr>
<td>Other, please specify</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Section IV: Summary & Recommendations

13. Would you recommend the Program to others, why or why not?

14. Any suggestions to the Study Abroad Office for improving Santa Clara’s on-campus orientation or other services?

15. Thank you for completing the survey, your time and feedback is highly appreciated. To help more students make the best of their study abroad experience, we hope you can collaborate with the Study Abroad office upon your return to SCU. If you can, please provide us with:
   - Your name:
   - Your email:
   - Your choices of helping with the Program (Check all that apply):

I would like to:

- Respond to emails from students interested in studying abroad
- Assist with Study Abroad presentations in residence halls, major fairs, workshops on funding study abroad, etc.
- Present at Study Abroad 101 sessions
- Share my photos with the SCU Study Abroad Office
- Participate on panel discussions during Family Weekend and Preview Days
- Talk with prospective study abroad students at the Study Abroad Fair
- Lead discussion about my program at Pre-Departure Orientation
- Work in the Global Engagement Office
Appendix G: Santa Clara Exchange Student Evaluation Form (Recommended)

Your evaluation as a former exchange student at Santa Clara University is very important to helping the SCU Study Abroad Office monitor programs and improve exchange student services. We value your constructive comments. This evaluation will take you approximately 5-10 minutes to complete.

Page 1

Student Information

1. First and Last Name
2. Home University
3. Major
4. Term at SCU (select all that apply)
   - Winter 2012
   - Spring 2012
   - Fall 2012
   - Winter 2013
   - Spring 2013

Page 2

Goals

5. Please review the goals you set up after the Orientation. Put a “✓” in front of those that you achieved, cross out ones that you failed, and add those that you achieved but were not on the list. Explain A) what helped you to achieve all your goals; B) why you have failed to achieve certain goals; and C) why there were changes in your previous goals. Choose whichever applies to your situation.

Academic

- Satisfy Major requirements
- Satisfy Minor requirements
- Satisfy Core requirements
- Complete a Senior Project
- Learn a new language or gain language proficiency
- Increase knowledge of a country or region
- Challenge myself with new subjects
- Conduct research or make research connections
- Connect with faculty who is teaching or coordinating the Program

Professional

- Pursue an academic internship
- Pursue community-based learning or volunteer opportunities
Tan’s Assessment on SCU Study Abroad Evaluations

- Build relationships with other international students and local people
- Gain an understanding of the professional environment in another country or region
- Nurture a global network for potential job opportunities in the future
- Visit companies or organizations of my area of interest

**Personal**

- Live as part of a local family
- Make friends from other countries
- Foster self-confidence and independence
- Develop my ability to have serious conversations with students of a different race or ethnicity other than my own
- Develop my ability to have serious conversations with students who are very different from myself in terms of religious beliefs, political opinions or personal values
- Develop my understanding of people from different racial or ethnic backgrounds other than my own
- Develop my ability to contextualize the role of the US in the world
- Enhance my understanding of inequalities in the world and how I might engage with issues of social justice
- Explore my personal code of values and ethics
- Seek for a “deepened sense of spirituality”

**Page 3**

**Pre-Arrival and Orientation Information**

6. Please rate the following:

<table>
<thead>
<tr>
<th></th>
<th>Exceed Expectations</th>
<th>Very Good</th>
<th>Met Expectations</th>
<th>Below Expectations</th>
<th>Needs Improvement</th>
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</thead>
<tbody>
<tr>
<td>Pre-Arrival Information from SCU SA Office⁴</td>
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</tr>
<tr>
<td>Pre-Arrival Information from ISS</td>
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</tr>
</tbody>
</table>

Please provide any suggestions for improvements to the pre-arrival and orientation services.

**Page 4**

**Academics**

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⁴ Including welcome letter, Exchange Student Handbook, Email correspondence with SCU SAO.
7. List the specific course you took at SCU

8. What academic resources and opportunities were available? (Check all that apply.)

<table>
<thead>
<tr>
<th></th>
<th>Available</th>
<th>Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
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<tr>
<td>Computers</td>
<td></td>
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</tr>
<tr>
<td>Hub Writing Center</td>
<td></td>
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</tbody>
</table>

9. In which of the following did you participate? (Check all that apply).

<table>
<thead>
<tr>
<th></th>
<th>Participated</th>
<th>Did not participate</th>
</tr>
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<tbody>
<tr>
<td>Academic Internship</td>
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<td>Student clubs/organizations</td>
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<tr>
<td>Other (please specify)</td>
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<td></td>
</tr>
</tbody>
</table>

10. List any courses and/or professors you would recommend.

11. List any courses and/or professors you would suggest avoiding.

12. Did you experience academic challenges?
    - Yes
    - No
    If yes, please comment on the actions you took to address your challenges.

13. What are the major differences in terms of learning patterns between SCU and your home university?

14. In terms of students’ learning, is there any practice at SCU you would like to recommend to your home university, and vice versa?

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On Campus Services

15. Did you find the Study Abroad Office helpful throughout your time at SCU?
    - Yes
    - No
    What could the Program have done to make your experience at SCU more fulfilling and successful?

16. Did you find the ISS Office helpful throughout your time at SCU
    - Yes
    - No
    What could the Program have done to make your experience at SCU more fulfilling and successful?

17. Did you find the Cowell Health Center or CAPS (Counseling and Psychology Services) helpful throughout your time at SCU?
Tan’s Assessment on SCU Study Abroad Evaluations

   Yes
   No
   Not applicable

What could the Program have done to make your experience at SCU more fulfilling and successful?

   18. Would you have liked additional activities available to you during your time at SCU?
      Yes
      No
      If yes, please list activities you would have like to have available to you.

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Housing

   19. Did you live on campus or off campus?
      On campus
      Off campus
      Please describe your housing situation.

   20. Would you recommend your housing placement to future exchange students?
      Yes
      No
      Please explain your response.

   21. Overall, would you recommend SCU to other students from your home university?
      Yes
      No
      Other (please specify)

   22. Please include any other comments/suggestions on how to make your time at SCU more fulfilling and successful, if any.
# Appendix H: Calendar of Santa Clara University Study Abroad Evaluations

<table>
<thead>
<tr>
<th>Study Abroad Programs</th>
<th>Quarter Timeframe</th>
<th>Pre-Survey (Orientation)</th>
<th>Post-Survey (After Return)</th>
<th>Exchange Students’ Survey</th>
<th>Providers’ Survey</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td>01/03-05/19</td>
<td>1 Penultimate Tues, Nov.</td>
<td>1 Last Fri. in Jun.</td>
<td>N/A</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td>03/21-06/06</td>
<td>2 Last Tues, Feb.</td>
<td>2 Last Tues. in Jul.</td>
<td>1 Last Fri, Jun.</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Summer Quarter</td>
<td>05/21-08/15</td>
<td>3 3rd Tues, May</td>
<td>3 3rd Tues, Sept.</td>
<td>N/A</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Fall Quarter</td>
<td>08/21-12/06</td>
<td>4 2nd Tues, Dec.</td>
<td>2 2nd Tues, Jan.</td>
<td>3 3rd Wed, Oct</td>
<td></td>
<td>The day after the fair</td>
</tr>
<tr>
<td>Winter Quarter</td>
<td>12/21-03/14</td>
<td>5 Penultimate Tues, Nov.</td>
<td>5 Penultimate Tues, Mar.</td>
<td>3 3rd Tues, Apr.</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Academic Year</td>
<td>08/21-06/06</td>
<td>N/A</td>
<td>1 Last Fri, Jun.</td>
<td>1 Last Fri, Jun.</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Total Number of Annual Surveys</td>
<td>08/21-06/06</td>
<td></td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>1</td>
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</tbody>
</table>