Assessment Survey Report 2012

Experiences Abroad Term-Time 2011-2012 and Summer 2012

Word Cloud Results from Students' Open-Ended Replies to CIPE Survey Questions, 2012

Counting sounds easy until we actually attempt it, and then we quickly discover that often we cannot recognize what we ought to count. Numbers are no substitute for clear definitions, and not everything that can be counted counts.

-- William Bruce Cameron, Professor of Sociology[1]

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[1] From an article written for the NEA (National Education Association) Journal, 1958

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INTRODUCTION: WHY OUTCOMES ASSESSMENT?

In a day-long retreat at the Greenberg Center in November 2011, staff from the Yale College Center for International and Professional Experience (CIPE)[2] gathered to envision the next three to five years of CIPE's work. The resulting vision statements for Outreach, Student Development, Connections, Use of the Technologies, and Assessment were remarkable for at least one reason: each reflected insights gained from assessment work within CIPE that began in 2008 and that in 2010 came to underpin CIPE's "North Star" initiative to define, deepen, and document student learning outcomes.

The 2003 Yale University Report on Yale College Education challenged administrators to "*expand the number and variety of international opportunities that [participating offices] guide students toward and facilitate efforts to find the right fit*."[3] CIPE has oversight for domestic as well as international opportunities that broaden students' education. We took this statement as a mandate not only to undertake new initiatives, but also to develop tools to assess whether we are indeed fulfilling students' educational and developmental goals with the "right fit."

This broad mandate came with resources for creating CIPE and for providing students new opportunities. The International Summer Award (ISA), launched in 2005, underscored a commitment to ensuring that all Yale College students have access to at least one international opportunity regardless of financial need. Given this and other support, CIPE readily expanded the number and variety of opportunities offered, but facilitating the right fit with students poses a more nuanced challenge.

For example, among the 469 recipients of an ISA award in 2011, 274 (58%) had financial need ranging from 80-100%.[4] As Yale College removed financial impediments to gaining at least one international experience, students responded in greater numbers; and while they were happy for increased access to opportunities, students were not infrequently approaching these experiences with a sense of duty or, at times, entitlement as if to check a box rather than to take ownership over their academic and professional development in thoughtful ways.[5] So even as access to opportunity is being strengthened, assessment results thus far suggest that students may need guidance in the process of making wise choices – and this is the space in which mindful, assessment-aware advising can have a strong impact.

When Jane Edwards, in the new role of Dean of International and Professional Experience, brought together in 2007 offices responsible for fellowships, study abroad, summer study, and career services, she brought to this endeavor the conviction that assessing the value and effectiveness of all initiatives is a basic responsibility of effective administration. The financial crisis of 2008 added a sense of urgency to use resources responsibly and to good purpose. As this report attests, intentional and iterative outcomes assessment is essential to guiding CIPE's contributions to the Yale College mission, particularly as a more diverse group of students is participating in a more diverse set of opportunities. Growth in student participation in opportunities abroad is easily demonstrated, since there were 550 experiences abroad through CIPE in 2003 compared with nearly 1,400 in 2012.[6] Less obvious is the degree to which the desired learning outcomes are being achieved along the way and how, through continual improvements to its operations, CIPE can best inform that learning. Outcomes assessment is providing insight about such questions while helping CIPE staff contribute to Yale College's mission more effectively each year.

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[2] The Center for International and Professional Experience (CIPE) was created in 2009 through the strategic union of the study abroad, career services, fellowship programs, and summer session offices.

[3] www.yale.edu/yce/report/cycereport.pdf, pg. 46.

[4] CIPE 2011 Annual Report, pg. 14.

[5] CIPE's "North Star" initiative, begun in 2010, addresses student (and staff) development explicitly.

[6] CIPE 2011 Annual Report, pg. 13.

KEY STUDENT LEARNING OUTCOMES, 2009 - 2012

Before delving into the particulars of CIPE's 2012 survey results, it is useful to reflect a moment upon the general findings that CIPE has gathered over its four years of assessment activity. While these assessment efforts continue to evolve each year, patterns in student learning outcomes in response to CIPE surveys since 2009 have begun to emerge, including:

IMPROVED INTERPERSONAL SKILLS

1. The social aspects of CIPE activities, everything from making friends to engaging with local hosts domestically and abroad, continue to rate among students as a prevalent outcome of experiences away from New Haven. Given that a primary goal at CIPE is to foster in students a greater ability and eagerness to make connections with people who are different from themselves, this finding is encouraging.

A DESIRE to BUILD UPON the EXPERIENCE

2. Students routinely exhibit a desire to continue their studies and engagements with the larger world (at Yale and elsewhere). In many respects, CIPE activities act as springboards for subsequent experiences in the classroom, in the workplace, and in cultures abroad. Students are pleasantly surprised by the insights they gain on these experiences, and they find themselves inspired to learn and experience more.

A GREATER SENSE of COMMUNITY

3. Students often learn that success depends on more than just their own abilities, and they learn to take the larger community into account, partly, again, because they are learning how to engage productively with a broader spectrum of people.

INCREASED (and TEMPERED) CONFIDENCE

4. Finally, students routinely gain much greater confidence in dealing with new people and new situations, often outside of the academic context in which they are typically already comfortable. This confidence, tempered by real-world experience, represents a foundational aspect of students' eventually taking informed and capable leadership positions in their chosen professions.

It is worth noting that these learning outcomes, while we frame them here in a general way, are elements in what is often described as "global competence." We are very much aware of our goals in preparing our students to be effective citizens in a globalized world, and work towards that goal in all our initiatives.

CENTER-WIDE COMPARISONS OF NOTE

UNSTRUCTURED VS STRUCTURED ACTIVITY:

It has become helpful for CIPE staff to consider how *unstructured* or *structured* a particular activity is. Independent research that a student must implement on his or own, for example, is an activity for which very little structure is provided. At the other end of this spectrum are experiences, such as Yale Summer Sessions courses abroad, that offer the student a great deal of structure. As the 2012 CIPE survey reveals, these activity types evince differences in student approaches to achieving their goals.

As Chart 1, pg. 20 shows, students who undertake unstructured opportunities are twice as likely compared with students undertaking structured activities to indicate some version of "Engage Locally" and "Prepare Ahead of Time" as top answers to the survey item "*The most helpful step(s) I took to help me achieve my goals was (were):*". Students on unstructured activities also place emphasis on setting goals or deadlines for themselves while students on structured activities do not. Conversely, unlike students on unstructured activities, students on structured activities indicate that the primary means of achieving their goals was to focus on language gains, exploration, and academics.

A few preliminary conclusions may be drawn here:

1. Unstructured activity pushes students (who are often already nearing the end of their Yale careers) into areas of personal development and ownership over one's own learning. Structured activities appear to do this less frequently.
2. However, structured activities can lay the foundation linguistically, personally, and academically for students to undertake unstructured activities successfully later on.
3. Students might benefit from undertaking structured activities early in their Yale careers aware that the ability to drive one's own projects and relationships can be further developed on unstructured activities later on.
4. CIPE advisers are well positioned to understand our broad range of programming in this light and to help students to find the "right fit" over the duration of their undergraduate years.

BEST RESULTS:

As noted earlier, and as is evident in Chart 2, pg. 21, regardless of CIPE activity type, students strongly indicate some version of "Making Contacts/Friends" as a top answer to the survey item "*The best result(s) of my experience was (were)*". A major difference appears, however, for students on CIPE-sponsored internships who do not rank "Improved Language," "Cultural Insights," or "Local Engagement" highly for this item. Instead, students undertaking internships indicate "Relationships with CoWorkers" and "First-Hand Industry Experience" as top results for their experience.

These results, while seemingly unavoidable in some respects, do underscore a few questions:

1. Are students on internships overlooking opportunities for language gains, cultural insights, and local engagement? Or are those goals simply secondary to other concerns?
2. Are students who undertake study or research (primarily abroad) likewise overlooking opportunities to connect that activity with potential careers? Or is it simply too early, say, for freshmen and sophomores on study abroad programs to have career thoughts in mind?
3. How can CIPE help students more explicitly connect their work and non-work experiences as part of a larger plan for their long term development?

STUDY ABROAD, NON-YALE PROGRAMS

ACHIEVING STUDENT GOALS:

CIPE has largely established the top goals that students set for themselves for study abroad on non-Yale programs, including Cultural Immersion/Exploration, Language Gains, and Academics/Research (Chart 3, pg. 22). Less clear, however, is how students are achieving their goals, and CIPE's 2013 survey will aim to understand this dynamic better in order to provide students the best possible advice for approaching these experiences in the future.

While the 2012 survey did ask "*The most helpful step(s) I took to help me achieve my goals was (were):*" (Chart 4, pg. 23)*,* the replies are often too abstract to lend insight into those successful strategies; for example, students often answer this question with comments such as "I focused on academics."

CLARIFYING STUDENT LEARNING:

Similarly, students regularly register surprise at the high degree of cultural learning and/or self-insight they gain while on these experiences, but less clear is the specific cultural learning or self-insight they feel that they have gained (Chart 5, pg. 24). Here, too, for outreach and advising purposes, CIPE administrators seek a more detailed understanding of the learning that is taking place, and CIPE's 2013 survey will alter its questions to document this learning more explicitly.

STUDENT PREPARATION:

Efforts to understand better what actions and resources are proving most useful to students in preparing for study abroad took useful steps forward in the 2012 survey. For example, it is becoming clear that while students find researching their program locations quite helpful (and this is advice that students are being given explicitly), they too often still overlook the value of contacting past program participants for insights or information (Chart 6, pg. 25) about those experience abroad. Survey data on such matters provide insight for advising and for determining what obstacles students might be encountering in their preparation for study abroad.

IMPROVING ADVISING / PRE-DEPARTURE ACTIVITY:

A clearer sense of how students are succeeding in meeting their goals, of what they claim to have learned about others and about themselves, and of how they are approaching their pre-departure preparation will help CIPE better advise students and empower them to take more effective ownership over the outcomes of their experiences abroad and upon return.

YALE SUMMER SESSION PROGRAMS ABROAD

UNDERSTANDING SELF:

The answers to the survey item "*The primary goal(s) that I set for this experience was (were):*" (Chart 7, pg. 26) highlight the fact that, while many students have as a goal 'cultural immersion/exploration', there seems very little correlation between that goal and 'challenge self.' Are students aware of the correlation between exploration of others and the challenge that such experience, when approached thoughtfully, often presents to self-knowledge? CIPE, in addition to what it offers in its various pre-departures, should consider providing students with a broader toolkit and exercises for approaching such understanding more intentionally.

CRITICAL REFLECTION:

As part of such a toolkit, CIPE might also expand upon its aim to help students understand the value of critical reflection. While few students mentioned 'Reflect/Keep a Blog or Journal' as one of the steps they took to achieve their goals abroad (Chart 8, pg. 27), research has documented repeatedly the ways in which critical reflection provides a platform for both immediate and long-term learning that can define the best outcomes from experience abroad.

ENGAGING DIFFERENTLY UPON RETURN:

Few students mentioned 'Engage with Yale/New Haven Differently' as one of "*The next step(s) I plan to take toward building upon this experience is (are):*" (Chart 9, pg. 28). Indeed, engaging with Yale and New Haven differently upon return from study abroad is a conscious aim of the study abroad program. CIPE can help students move beyond "It was great!" when talking about their experiences abroad, and this can in turn help them (and others) understand the relevance of such experiences to the next steps in their academic and professional trajectories after returning home.

YALE SUMMER SESSION – NEW HAVEN (NON-YALE STUDENT ATTENDEES)

TARGET AUDIENCES, NON-YALE DOMESTIC AND INTERNATIONAL STUDENTS:

One question that arises from this set of data is how the answers vary by domestic and international students? While the survey of Yale Summer Session students in New Haven did not include Yale student participants, YSS's target audiences of non-Yale domestic and international students need to be understood within those respective contexts; and within those audiences, YSS seeks to attract more domestic college-level students, so future assessment efforts for YSS might focus accordingly.

RESIDENTIAL VS OFF-CAMPUS LIVING:

Many, but not all, students live on campus throughout the program. Given that much YSS energy focuses on designing the residential living component to foster, for example, the social aspects of the program, one might expect that answers to survey items such as "*The best result(s) of my experience was (were):*" (Chart 12, pg. 31) would vary greatly depending on the student's particular housing arrangements. More analysis on this point might prove helpful.

UTILIZING YALE RESOURCES:

While some students noted that the most helpful step they took to achieve their goals while enrolled in YSS programs was to utilize Yale's physical resources such as libraries, etc. (Chart 10, pg. 29), YSS is eager to make such utilization a more intentional part of program design. Such intentionality might best be achieved by working with the faculty teaching YSS courses to embed in their courses opportunities for students to take explicit advantage of specific Yale resources more regularly.

INTERNATIONAL STUDENT MOTIVATION TO PARTICIPATE IN YSS PROGRAMS:

Chart 14, pg. 33 underscores that students are remarkably thoughtful and nuanced about their judgments of the overall YSS-New Haven experience. Clearly most students are not attending the YSS-New Haven program simply for a vacation, but it remains uncertain what, for example, draws an international student to YSS programs, particularly given that they often do not earn course credit?

APPLYING TO COLLEGE/UNIVERSITY:

The most frequent answer to the survey item "*The next step(s) I plan to take toward building upon this experience is (are)*" (Chart 13, pg. 32) was some form of "Apply to College/University." Few YSS students are at the high school level, so many of these responses must come from undergraduates expecting next to apply to graduate school. What is not clear, however, is what areas of graduate study are most popular and how many of those replies correlate to domestic or international programs? Better awareness of those answers could help YSS to understand its audience better and perhaps include additional course content or programming that would facilitate this area of interest.

EXPOSURE TO NEW CULTURES:

Interestingly, although YSS-New Haven does not promote "Exposure to New Cultures" in its recruitment, a number of students answered that such exposure is "*The primary reason I would recommend YSS to another student is:*" (Chart 14, pg. 33). Perhaps YSS can do more to promote and facilitate cultural exchange as part of a larger, more well-defined "Yale experience"? Certainly some portion of YSS's audience is responding positively to such possible outcomes.

CIPE-SPONSORED INTERNSHIPS

NETWORKING:

Students' primary goals for internships focus, not surprisingly, on learning about a particular field of work (Chart 15, pg. 34). Regarding international internships, however, there seems to be a need to raise awareness among students of the opportunities for networking while abroad (and not just domestically, which seems to be when students focus on networking). Furthermore, it would be helpful to understand in more detail what students themselves mean when talking about networking; for example, are they primarily talking about networking with Yale alumni?

MOTIVATION FOR INTERNSHIP SELECTION:

Another point of query for the next assessment survey might be to gauge the degree to which students are choosing internship placements based on industry, location, or some combination of both? Clearer answers to that dynamic will help UCS advise students better and develop its portfolio of internship opportunities with such data in mind.

COMMUNICATION WITH EMPLOYER:

Students noted that "Effective Communication with Employer" (Chart 16, pg. 35) was one of the most helpful steps they took to achieve their goals for the internship. This finding is encouraging given that UCS made efforts to prepare students in that way. Next year UCS will be offering more opportunities for peer-to-peer advising as well, which might raise the number of respondents who mention 'Talk with Previous [Internship] Participants' as part of their strategy for achieving their internship goals.

SYNERGY BETWEEN INTERNSHIPS AND STUDY ABROAD:

When analyzing student answers to "*The most helpful thing I did to prepare for my internship was:*" one notable answer was 'Studying Abroad in [the] Region' (Chart 17, pg. 36). That answer highlights the opportunity to understand better and make more intentional the potentially beneficial interplay between study abroad and work experiences. Both experiences, coming in either order, can reinforce each other, but that high-level, forward-looking approach is not always evident to students.

INDEPENDENT, UNFUNDED AND FUNDED EXPERIENCES

UNFUNDED ACTIVITY AND CAREER FOCUS:

In terms of the differences in answers between the funded and unfunded independent activity, there was one item of note: Unfunded, independent student activity focuses on gaining career experience more so than does funded, independent activity (compare Chart 18, pg. 37, and Chart 20, pg. 39). This difference in focus also mirrors the fact that little CIPE funding is available for independent work experience to begin with, and unfunded students (those whose families cannot provide financial support in particular) are likely impacted by the need to fund the experience themselves through work.

RESEARCH RESULTS:

One finding that warrants further study is why students, when asked, "*The best result(s) of my experience was (were):*" (Chart 19, pg. 38, and Chart 21, pg. 40) did not mention research results. Given that many students in this independent activity group were conducting research, this result is surprising and suggests that possibly the research needed to be approached more intentionally and/or that these student researchers were simply more impressed with the local engagement and cultural experiences that they gained through such research. More insight on that dynamic would help CIPE work with students who conduct research in new settings.

ENGLISH LANGUAGE INSTITUTE, NEW HAVEN

PROMOTING UNIQUE, IN-COUNTRY (NEW HAVEN) OPPORTUNITIES:

One insight gained with these questions is that students most frequently took steps to improve their English in ways that they simply could not do in their home countries ('Engage Locally,' 'English-speaking Immersion,' and 'Participate in all Activities') (Chart 22, pg. 41). YSS might, therefore, highlight these opportunities more at the promotional phase.

INSPIRING STUDENTS TO CHOOSE YSS AGAIN:

When asked "*The next step(s) I plan to take toward building upon this experience is (are):*" (Chart 23, pg. 42), the top answers were 'Attend a Similar Program' and 'Apply to University/Graduate School.' While the second answer is a desired outcome for ELI, the first answer raises the question of whether or not ELI students are considering Yale for follow-up experiences? ELI might, with some additions to programming and changes to its recruitment strategy, inspire students to return to New Haven for even deeper engagements and greater learning. To aid in this potential effort, next year's survey might ask ELI participants something like '*If I were to return to ELI for another summer, courses or activities that I would want included are:*'

APPENDIX I: ASSESSMENT APPROACH AND METHODOLOGY

One sign of CIPE's iterative approach to outcomes assessment is that whereas the initial 2009 assessment report looked at only Study Abroad, the Light Fellowship, and part of Fellowship Programs, this report contains data on a much fuller range of CIPE activity, including:

- Study Abroad, Non-Yale Programs
- Yale Summer Session Programs Abroad
- Yale Summer Session – New Haven (Non-Yale Student Attendees)
- CIPE-Sponsored Internships
- Independent, Unfunded Experiences
- Independent, Funded Experiences
- English Language Institute, New Haven

Importantly, this expanded report reflects the collaborative and collegial approach that CIPE has taken to the work of assessing its collective programming. Staff members representing all of CIPE's activities took active part in reviewing last year's data and formulating, with guidance from CIPE's Director of Outcomes Assessment, the survey reported on here. That same teamwork is driving preparations for the 2013 survey and for improvements based on lessons learned from assessment efforts thus far.

Rather than simply collecting data for data's sake, several CIPE staff underwent a "What? So What? Now What?" exercise to ask a) What the data were showing, b) How, if at all, the results were insightful, and, if so, c) How could those results improve practice (and the assessment process) next year? This method of "closing the loop" will help CIPE begin an improved loop next year, and in doing so outcomes assessment is proving an important means of uniting CIPE under its larger strategic plan.

Also of note in the listing above is the evolution toward disaggregating data. Yale Summer Session (YSS), for example, offers programs domestically and abroad to different audiences; data are available in this report, then, for YSS courses abroad, YSS courses in New Haven, and YSS courses focused on English-language instruction. Disaggregating survey responses within those three areas, and designing survey questions tailored for each, is important for assessing these different activities.

Future iterations of CIPE's outcomes assessment will push disaggregation further. Within Study Abroad, one will note that the range of Yale-approved programs is broad (nearing 300); collecting that kind of variety under a single heading of 'Study Abroad, Non-Yale Programs' runs the risk of missing key insights at the program level; for example, the London School of Economics hosts nearly 100 Yale students each summer on its own – assessing Yale student experiences on that particular program makes good sense. As CIPE continues to build its assessment capacity, such finer-grained analysis will become the norm; indeed, some of that analysis is happening less formally now.

One solution to the challenge of understanding student experiences at the individual and program level is to limit Likert Scale questions ('Strongly Agree,' 'Strongly Disagree,' etc.) and invite more open-ended replies. The caveat with open-ended replies is that it takes a great deal of time to read each response and then 'code' each into answer categories that can be charted, as was done with this report. Such coding is also prone to subjectivity, so care must be given in pursuing this approach. That said, virtually all of the questions asked in the 2012 CIPE survey were open-ended, which gives CIPE staff great insight to student thinking about their experiences and how CIPE might positively impact such experiences. CIPE will continue to refine its mix of Likert Scale, open-ended, and other types of survey questions as varied approaches to gathering data can be helpful in different ways for different purposes.

Furthermore, and thanks to CIPE's Information Specialist / Data Manager, CIPE's survey expertise took a substantial leap forward in 2012 through the deft combining of Yale Banner data with the survey before it was sent. As noted, not only did this approach allow the survey to 'recognize' a particular student and the experience(s) that he or she needed to be asked, but CIPE is also in a position now to analyze its survey results against the numerous data points held in Banner to determine more readily any possible correlations between student answers and, for example, student major, gender, class year, etc. Correlation does not, of course, equate to causality, so CIPE will be cautious in that regard. In any event, such analysis, which would greatly benefit from partnerships with other experts on campus, should push CIPE's assessment efforts further toward understanding survey results in more useful ways.

Future reports will also include the full range of CIPE activity, including post-graduate experiences. Given the relative difficulty of communicating with and incentivizing Yale College alumni to answer surveys, the 2012 assessment report does not yet include data about students who graduated from Yale College to undertake national fellowships such as the Fulbright, Marshall, Mitchell, and Rhodes. Also largely missing are data from post-graduate, Yale-funded fellowships such as the Parker Huang, the Clapp, the Cohen, and others. Partly for logistical reasons, and partly as a matter of priority, CIPE has yet to assess the post-graduate student experiences in a serious way, but such work is on the horizon. In the meantime, students' post-experience reports, which CIPE requires of students, including graduated students, who received Yale-funded opportunities, provide a source of "assessment data"; CIPE staff also approach those reports as a moment, via report prompts, in students' critical reflection.

COLLECTION AND LIMITATIONS OF THE DATA, 2012

RESPONSE RATE

The "Yale University Center for International and Professional Experience, 2012" survey was distributed during the fall 2012 term to 2,018 students who had studied, worked, or researched abroad or in the US through the Center for International and Professional Experience (CIPE) or independently during summer 2012 or over the preceding 2011-2012 academic year. Of the 2,018 students invited to complete the assessment, 316 participants completed the survey yielding a response rate of 15.7%.[7]

Of the 2,018 students invited, 63 participated in more than one activity during the year resulting in a total number of 2,087 experiences.[8] The following response rates are based on the total number of activities, not students:

- Study Abroad, Non-Yale Programs (19.2%, N=99)
- Yale Summer Session Programs Abroad (19.6%, N=65)
- Yale Summer Session – New Haven (Non-Yale Student Attendees) (11.4%, N=51)
- CIPE-Sponsored Internships (14.7%, N=44)

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[7] A response rate of 30% or more is considered good, so a 15.7% rate begins to raise potential questions about the validity of the data. However, largely for logistical reasons, the response rate for this survey was left lower by not soliciting non-respondents multiple times to complete the survey. Next year's survey should see a response rate once again in the 30%+ range. That said, even a modest response rate yielded data that seem to confirm trends seen in previous CIPE surveys while providing CIPE staff insight into creating even more useful survey questions.

[8] Many respondents, as was allowed by the survey's design, selectively skipped some questions. This report refers to all the data collected for each question, so total numbers reported for any given item will vary. 559 students started the survey but did not submit responses by the requested deadline. These responses were not included in the subsequent datasets.

- Independent, Unfunded Experiences (15.9%, N=32)
- Independent, Funded Experiences (12.1%, N=11)
- English Language Institute, New Haven (13.7%, N=28)

The CIPE survey was distributed to current Yale College students, Yale College Alumni, and Non-Yale Students (Yale Summer Session – New Haven and English Language Institute, New Haven participants). Respondent profile data were pre-populated from Yale Student Banner-fed systems and vetted by the Data Manager. Student profile data for Non-Yale Students were not available at the time of the survey design and are not reflected in the responses rates below unless otherwise indicated.

- Activity Type: Response rates are based on the total number of experiences reported by Yale and Non-Yale participants: Internships (15%, N=58), Research (14.4%, N=27), Study (16.1%, N=245).
- Gender: Respondents are identified as Female (60.1%, N=192) and Male (39.2%, N=124).
- Class Year: Response rates are based on the number of Yale College students and alumni respondents: Class of 2011 at 2.5%, Class of 2012 at 0.08%, Class of 2013 at 23.2%, Class of 2014 at 36.3%, Class of 2015 at 36.7%, and Class of 2016 at 0.04%.
- Majors: The top undergraduate majors for respondents were Undeclared (38.8%, N=92), History (6.8%, N=16), Political Science (6.3%, N=15), Economics (5.5%, N=13), and Biology (4.2%, N=10).

QUALTRICS AND BANNER INTEGRATION

The 2012 assessment was developed in the Qualtrics survey tool. Using Qualtrics afforded CIPE the ability to deliver a single invitation to multi-program participants while collecting responses to both CIPE and unit-specific questions for each of the participant's experiences. Qualtrics combines respondent and CIPE datasets in a single report that could be segregated by program parameters, experience type, and student information -- the academic and cultural (student) data held in Yale Banner -- for finer-grained analysis. With a more comprehensive participant profile in hand, program administrators can be better informed decision makers and more knowledgeable advisers.

Each participant's CIPE data record consisted of three types of data: student, program, and funding source. This data played the following roles in the assessment design:

- Crafting a personalized survey invitation;
- Presenting questions to participants referencing their own program activities; and
- Displaying unit-specific questions to participants triggered by characteristics of the program, location of the experience, the participant's academic affiliation, or the user's response.

Survey development and delivery was conducted to achieve goals within the following areas:

DATA INTEGRITY AND REPORTING

Data integrity is the absence of unintended changes or errors in data. The data integrity of this year's dataset has greatly increased from previous years due to the pre-population of programmatic and funding source data. The imported dataset was validated by a data manager prior to integration with the survey tool. Pre-populating data to the survey tool eliminated the need for user-generated placement-type data and reduced the occurrence of bad data submitted by respondents.

Integrating student, program, and funding source data into the survey tool, along with survey responses, generated an enriched dataset for reporting. Administrators are able to run reports from a single data

source that contains information provided by respondents, the Yale Banner student database, and CIPE application and activity registration databases.

<u>SURVEY USABILITY</u>

Customized questions improve survey usability by affording respondents the convenience of having to answer fewer placement-type questions. Questions such as "What is your major?" and "What is the name of the program you participated in this past fall?" were eliminated from this year's assessment and replaced with questions that were more engaging to the student and directly relevant to useful outcomes assessment. The dynamic and strategic delivery of follow-up questions triggered by users' responses enabled participants to submit responses more efficiently and to report on multiple activities within a single survey session.

<u>QUESTION COMPREHENSION</u>

Presenting personalized questions in lieu of generic questions enhances the user's comprehension of the question asked. Citing the specific program name or interning organization offers a more engaging question to the participant. To further improve question comprehension, staff reduced the number of questions presented to participants and consolidated language to achieve more focused, meaningful prompts for student reflection.

<u>LIMITATIONS OF THE DATA</u>

As noted above, survey response rates ranged from 11% to nearly 20%, which is below the threshold of 33% or higher that typically assures data validity. Furthermore, due to logistical challenges, staff were unable to "code" students' open-ended answers together within their units; instead, the authors of this report took on the coding responsibility themselves, which necessarily limits the degree to which coding reflects the expertise of those who work most closely with those students and activities.

It is encouraging to note that survey questions that were repeated from earlier CIPE surveys with much higher response rates yielded data that were consistent with the 2012 survey. That said, the relatively low response rates and coding process for the 2012 survey suggest caution in viewing the 2012 data as definitive of student experience.

ASSESSMENT METHODOLOGY: LESSONS LEARNED 2012

CIPE's assessment methodology continues to evolve, but some lessons are already evident. First, assessment is best approached as an **intentional and iterative activity**. Second, such an approach fosters insight, which **can drive improvement and collaboration across units**. Third, **assessment data inform – they do not explain**. Making sense of assessment results, and doing so collaboratively, moves the assessment exercise from mechanistic data collection to a collegial, mission-driven opportunity to discuss shared opportunities to contribute better each year to Yale College's mission.

Also, **the technical aspects of designing on-line surveys, of integrating with Banner data, and of laying the groundwork for quantitative analysis of the data represent a substantial undertaking**. As CIPE seeks to extend the insights it gains from its assessment methodology, it should continue to build its internal capacity for such work and initiate strategic partnerships with the Office of Institutional Research (OIR), the Center for Science and Social Science Information (CSSSI), and possibly the Sociology Department, which has expertise in survey methods.

Finally, the sequencing and displaying of questions in response to student submissions required a significant amount of time to develop and to test. Although questions will change in future assessments, **the survey flow established in 2012 will be replicable for future campaigns**. In addition, on-screen survey instructions and confirmation pages, as well as email invitations and reminders, created for the 2012 assessment can be easily edited for future distribution.

APPENDIX II: PREVIOUS SURVEY EFFORTS

A primary goal of productive outcomes assessment activity is to impact student learning and program development positively each year. However, recalling year-to-year what the assessment findings suggest in this regard requires reviewing those findings on a consistent basis. With that aim in mind, a brief review of and excerpts from earlier CIPE surveys follows.

The 2011 CIPE in particular pointed to potential actions items, many of which have already been addressed and that form key elements in CIPE's planning. Upcoming meetings at CIPE during the 2013-2014 academic year will reference the totality of the survey findings detailed in this report as part of CIPE's strategic plan for on-going program and student development.

2011 CIPE SURVEY

CIPE's 2011 survey marked a turn toward working with each unit in CIPE to generate unit-specific survey items in addition to items that were common across all CIPE offices. These efforts helped both to **disaggregate CIPE data and to build assessment capacity** within each CIPE area to generate and later analyze survey data of greatest help to CIPE's overall strategic plan.

CIPE staff were asked, based on survey results, to determine their main suggestions for improving CIPE's work and to highlight representative student comments. Together, these suggestions captured a number of insights across CIPE's broad variety of experiences, including:

SUGGESTIONS for IMPROVING CIPE'S WORK

1. [YSS] **Yale faculty would benefit from hearing directly from student responses that teachers and program leaders are essential to requiring and inspiring students to engage with a course topic beyond the classroom.** We can expect students generally to report enjoying their time abroad, but professors should be aware that just as student experiences will vary based on the individual student effort so, too, will the dynamism of individual programs vary based on instructor effort to push students out into the local culture.

2. [YSS] Though it may seem obvious, students should be made aware that their time abroad will constitute an opportunity to engage in a meaningful way with local culture much beyond a touristic experience. We may be taking for granted that this will happen without insisting on this to the student. It is a question of changing the conversation we have with students. At all stages of planning—information sessions, fairs, one-on-one advising, and pre-departure orientations—**YSS staff and faculty should re-think how to challenge students to prepare** for this type of engagement so that a real transformation may take place based both on what students learn from the local culture and about themselves.

3. [Study Abroad] What constitutes cultural immersion? How is it measured? As an office, we are guilty of identifying such broad goals for our students' experiences. However, for students to be successful in attaining their study abroad aspirations, they should be taught to develop goals with measurable outcomes. **Teaching students to develop more specific goals will enable them to create better action plans for their experience abroad**.

4. [Fellowships] CIPE should make students aware from the outset that taking on, most especially, an independent project means that **each student should be prepared and willing to hold oneself accountable**. By making it clear that developing and carrying out independent work means expending continuous effort in self-evaluation, students will be more receptive to hearing about and more prepared to develop strategies for goal and progress evaluation.

5. [Fellowships] **CIPE should continue to encourage students to reach out to faculty early and often**, and we should remind faculty how valuable these discussions are upon inviting them to serve on selection committees. Students also benefitted from the pre-departure orientation event and resources, which demonstrates that improvements in this area were well-received and should continue based on student needs (this process should be informed by the feedback received through this survey).

6. [Overall] **Deliver pre-departure concepts in ways that cater to a diverse audience**; include data in graph form, concepts in verbal form, photographs and visually depicted examples, and interactive breaks that allow students to voice and work through their personally-perceived challenges. Continually reinforce the importance of personal agency and help students to define not only their goals better but also how to measure their own progress along the way.

7. **UCS should implement a formal career development curriculum**, with optional and mandatory components, focused on customized cover letters/personal statements, targeted résumés, networking techniques, effective interviewing skills and other fundamentals. UCS also must provide opportunities for students to practice these newly acquired skills in safe and non-evaluative environments.

8. **UCS should educate students about the value of "hard," transferable skills (research, analytic inquiry, etc.) and devote some attention to "soft" skill development (professionalism, communications, etc.)**.

2010 CIPE SURVEY

CIPE's 2010 survey efforts investigated some outcomes that are commonly assumed of experiential learning. The results were strongly positive; for example, when students were asked:

- "**As a result of this experience, I feel more confident in dealing with unexpected situations**": 89% of students Strongly Agreed (45%) or Agreed (44%).
- "**As a result of this experience, I am more confident in handling the next steps in my academic and/or professional path**": 85% of students Strongly Agreed (37%) or Agreed (48%).
- "**As a result of this experience, I am more adept at solving problems on my own when the situation calls for it**": 85% of students Strongly Agreed (37%) or Agreed (48%).
- "**As a result of this experience, I am more adept at utilizing the help of others to solve problems when it is appropriate to do so**": 70% of students Strongly Agreed (24%) or Agreed (46%).

CIPE was also able with this survey effort to build upon such findings by looking more carefully at particular student populations and grouping survey answers accordingly to see if any trends became evident. One such trend related to first-time students abroad when compared with students who have already had one or much such experiences. As the CIPE assessment report that year noted:

> *"There are, in fact, often significant differences in outcomes between those students who were going abroad for the first time on a Yale program (69.8% of survey respondents) and those who had been abroad before on a Yale program (30.2%). For example, **a typical source of pride for a student going abroad for the first time is the ability to travel around a foreign city successfully while veteran students abroad often signal pride in "making a contribution"** of some kind. Broadly speaking, then, the first experience abroad is often that of visitors looking to gain some fundamental skills in travel and intercultural exposure while subsequent experiences focus much more on becoming, to the extent possible, productive members of a new society."[9]*

Such findings raise awareness on at least two issues: first, each year CIPE sends out a nearly one third of its students on their second or third experience away from New Haven. How much of CIPE's advising and pre-departure advice, for example, are built with that level of experience in mind? Just as importantly, becoming 'globally competent' is not something easily attainable within the span of a single, short-term experience. In fact, students' second or third experiences through CIPE (and similar offices at Yale) often present a defining moment in students' **moving from a base-level confidence about engaging with difference to actually beginning to make a difference**.

Awareness of the value, as much as possible, of sending students on multiple experiences throughout their Yale careers underscores one of the great values of programs like the International Summer Award. For students who otherwise might never have been able to afford even an initial experience through CIPE, the likelihood of their obtaining the confidence and skills necessary to impact the larger world as positively as possible is that much more diminished. CIPE's 2010 assessment report brought some insight to the **outcomes that are possible when students engage in serious and sustained ways across multiple experiences** – and raised questions about how best to maximize a single experience.

2009 CIPE Survey

CIPE's inaugural outcomes assessment efforts, [10] which eschewed "satisfaction"-type questions from the start, sought **to examine broad assumptions** often made about the value of experiences that take place beyond New Haven or the United States. Largely speaking, the results were positive: of the students who completed CIPE's inaugural survey, high percentages strongly agreed or agreed:

- **I have a better understanding of another culture or research/internship environment. (97%)**
- **I am better able to adapt to new situations. (88%)**
- **I have increased motivation to build upon this experience. (90%)**
- **I have a better understanding of values and behaviors that differ from my own. (87%)**

Furthermore, 92% of respondents reported that their CIPE-sponsored experiences gave them skills and knowledge that will **enhance their future academic and career activities**. A number of students wrote that this experience **made the remaining time at Yale far more rewarding**. For example:

> *"First and foremost being away from Yale taught me to APPRECIATE Yale (even more than I did before I studied abroad). There are SO MANY RESOURCES (too many to take advantage of in one undergraduate career) at Yale. I appreciate*

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[9] [CIPE 2010 Assessment Report](), pg. 16.

[10] Please note that some of the individual offices that eventually became part of a unified CIPE had been conducting surveys, typically of the 'customer satisfaction' variety, much earlier, but often without the benefit of a larger strategic picture or analysis of the survey results in a consistent attempt to improve practice.

*Yale's resources and commitment to advancing students all the more. I only wish
I had studied abroad in my sophomore year so I could have 2 more years to
apply changes in the approach to my Yale education."*

Interestingly, CIPE's inaugural survey uncovered that **nearly 40% (172 of 450 enrolled) international students had undertaken experiences through CIPE** *that year alone*. This insight offered broad implications for how CIPE advertises its opportunities, for how it advises students, and for the portfolio of experiences that it might offer for students who are already studying abroad as Yalies in New Haven.

CIPE also sought in its inaugural survey year to validate its internal survey data against a nationally-accepted assessment measure known as the **Global Perspectives Inventory**; this survey "measures how a student thinks, views herself as a person with a cultural heritage, and relates to others from other cultures, backgrounds and values. It reflects how students are responding to three major questions: How do I know? (cognitive), Who am I? (intrapersonal) and, How do I relate to others? (interpersonal)."

The findings for international students and sophomores in particular were enlightening:

> *"There were no significant differences in the number of GPI scales showing improvement by either ethnic group or gender.* ***Non-international students, however, showed improvement on a significantly larger number of GPI scales compared to international students****, F=6.24, df (1,337), p= 0.129. There was also a significant difference by class year, F=2.94, df (1,337), p= 0.0334. Specifically,* ***sophomores (M=4.6, s.d. 1.95) showed improvement on a significantly larger number of GPI scales*** *than juniors (M=3.8, s.d. 2.21). No other paired comparisons between class years reached statistical significance."*[11]

Both findings make sense when considering that, as a result of already being abroad at Yale, **international students begin higher on the GPI scale** to begin with and therefore show less movement upward when compared with students who are studying abroad for the first time. In terms of sophomores exhibiting the greatest gains on the GPI, this may represent **a particular developmental moment in students' lives** when they are most capable of making the largest gains across the GPI's categories of Knowing, Knowledge, Identity, Affect, Social Responsibility, and Social Interaction.

Regarding these categories for the entirety of CIPE's 2009 survey respondents, Dr. Larry Braskamp, the creator of the GPI, wrote the following about Yale's results on the GPI:

> "*In short Yale students change in four of the five scales by statistically and educationally significant ways after studying abroad. I would look at individual items to see which items show the largest difference between post and pretest administrations….This is good news for Yale*."

On the particular category of Knowing, which seeks "to measure the degree of complexity of one's view of the importance of cultural context in judging what is important to know and value,"12 CIPE participants scored a collective 3.90, which Dr. Braskamp noted "is very high compared to national norms (average is 3.70), which means that Yale students are complex thinkers, etc." Here, again, the relatively high number of Yale international students represented in the survey might account for some of a result that measures students' sensitivity to cultural context.

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[11] With thanks to Dr. Lisa Dierker, Professor of Psychology at Wesleyan University, for providing Yale University this additional analysis of the GPI data.

[12] https://gpi.central.edu/supportDocs/manual.pdf, pg. 4.

APPENDIX III: CHARTS, 2012 CIPE SURVEY

The most helpful step(s) I took to help me achieve my goals was (were):

CIPE Assessment Report 2011-2012 - Chart 1

Top Answers: Structured vs. Unstructured Experiences* Abroad (Total Responses = 173)

Percentage Values Indicated for Total Responses Within Each Activity Type

NOTE - *Student answers from this open-ended question were coded into the following answer categories:*
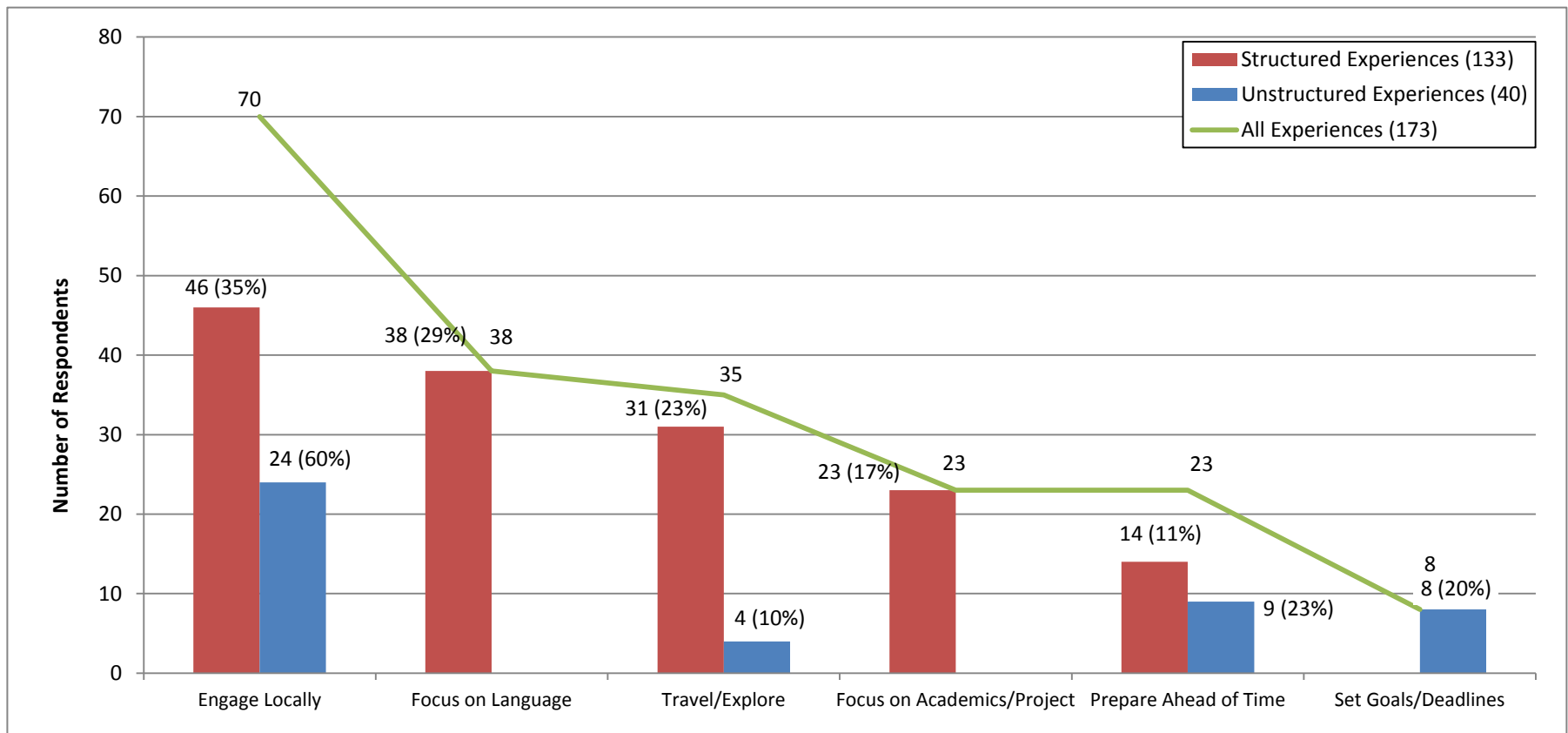
*Structured experiences consist of Yale and Non-Yale summer study abroad programs; unstructured experiences are arranged by the participant independent of CIPE.

The best result(s) of my experience was (were):

CIPE Assessment Report 2011-2012 - Chart 2

Top Answers: Yale and Non-Yale Summer Study Abroad, CIPE-sponsored Internships, and Independent Experiences

(Total Responses = 212)

Percentage Values Indicated for Total Responses Within Each Activity Type

NOTE - *Student answers from this open-ended question were coded into the following answer categories*:

Legend:
- Non-Yale Study Abroad (75)
- Yale Study Abroad (58)
- CIPE-sponsored Internships (39)
- Independent Experiences (40)
- All Experiences (212)

Y-axis: Number of Respondents

X-axis categories: Making Contacts/Friends, Improved Language, Cultural Insights, Local Engagement, Relationships with CoWorkers, First-Hand Industry Experience

Making Contacts/Friends: 20 (27%), 18 (32%), 11 (28%), 8 (20%); All Experiences 57

Improved Language: 24 (32%), 16 (28%), 2 (5%); All Experiences 42

Cultural Insights: 17 (23%), 11 (19%), 5 (13%); All Experiences 33

Local Engagement: 15 (20%), 7 (12%), 13 (33%); All Experiences 35

Relationships with CoWorkers: 7 (18%); All Experiences 7

First-Hand Industry Experience: 6 (15%); All Experiences 6

The primary goal(s) that I set for this experience was (were):

CIPE Assessment Report 2011-2012 - Chart 3

Study Abroad, Non-Yale Programs** (Total Respondents = 76)

Percentage Values Indicated for Total Respondents Within Each Answer Category

NOTE - *Student answers from this open-ended question were coded into the following answer categories*:

Chart showing "Number of Responses" by goal category:

- Cultural Immersion/Exploration: 55 (72%)
- Language: 38 (50%)
- Academics/Research: 21 (28%)
- Self Insight/Independence: 7 (9%)
- Work/Field Experience: 7 (9%)
- Unplug from Yale: 1 (1%)
- Senior Thesis: 1 (1%)

**55% (42 of 76) of REPLIES FROM THE FOLLOWING YALE PROGRAMS (41 NON-YALE PROGRAMS REPRESENTED in this CHART OVERALL):

(11) London School of Economics, Summer Programs - Econ and/or IR tracks (6 week option - ISA eligible)

(8) Summer Institute of Hispanic Studies

(6) Duke Summer in China (Light Fellowship)

(6) Pembroke-King's Summer Programme, University of Cambridge

(5) London School of Economics, Summer Programs - Econ and/or IR tracks (3 week option - no ISA)

(3) Harvard Beijing Academy Summer Program (Light Fellowship)

(3) Hokkaido International Foundation: Japanese Language and Culture Summer Program (Light Fellowship)

The most helpful step(s) I took to help me achieve my goals was (were):

CIPE Assessment Report 2011-2012 - Chart 4

Study Abroad, Non-Yale Programs** (Total Respondents = 76)

Percentage Values Indicated for Total Respondents Within Each Answer Category

NOTE - *Student answers from this open-ended question were coded into the following answer categories*:

Number of Responses (y-axis, 0 to 25)

- Foucs on Language: 22 (29%)
- Engage Locally: 21 (28%)
- Travel/Explore: 17 (23%)
- Prepare / Plan: 14 (19%)
- Be Open-Minded/Flexible: 11 (15%)
- Be Independent: 10 (13%)
- Focus on Academics: 9 (12%)
- Talk with Returnee(s): 5 (7%)
- Avoid Tourist Spots: 2 (3%)
- Reflect / Keep a Blog or Journal: 2 (3%)
- Apply for Funding: 2 (3%)
- Limit Traveling Around: 1 (1%)

**Refer to Chart 3 for a sampling of the non-Yale programs represented above.

As I reflect upon this experience, something that surprised me is:

CIPE Assessment Report 2011-2012 - Chart 5

Study Abroad, Non-Yale Programs** (Total Respondents = 74)

Percentage Values Indicated for Total Respondents Within Each Answer Category

NOTE - *Student answers from this open-ended question were coded into the following answer categories*:

Number of Responses

- Cultural Insight: 26 (35%)
- Degree of Enjoying Experience: 16 (22%)
- Language Gains: 8 (11%)
- Learning About Self: 7 (9%)
- Need for Initiative/Flexibility: 6 (8%)
- Making Interpersonal Connections: 6 (8%)
- Receptive Locals: 5 (7%)
- Readjusting to U.S.: 3 (4%)
- Program Not as Expected: 3 (4%)
- Difficulty Making Friends: 2 (3%)
- Ease of Adapting: 2 (3%)
- Greater Appreciation of Yale: 1 (1%)
- Things Went as Planned: 1 (1%)
- High Degree of Productivity: 1 (1%)
- Locals' Interest in the U.S.: 1 (1%)
- Local Weather: 1 (1%)
- Ease of Program Application: 1 (1%)

**Refer to Chart 3 for a sampling of the non-Yale programs represented above.

Please rate the degree to which the following actions and resources were helpful in preparing for your study abroad:

CIPE Assessment Report 2011-2012 - Chart 6

Study Abroad, Non-Yale Programs (Total Respondents = 79)

Percentage Values Indicated for Total Respondents

Legend:
- Research my program location
- Contact past program participants
- Read program reports from Yale students
- Meet with a Yale study abroad adviser
- Contact a representative from my study abroad program
- Attend Yale's pre-departure orientation
- Attend my program's pre-departure orientation

The primary goal(s) that I set for this experience was (were):

CIPE Assessment Report 2011-2012 - Chart 7

Yale Summer Session Programs Abroad** (Total Respondents = 65)

Percentage Values Indicated for Total Respondents Within Each Answer Category

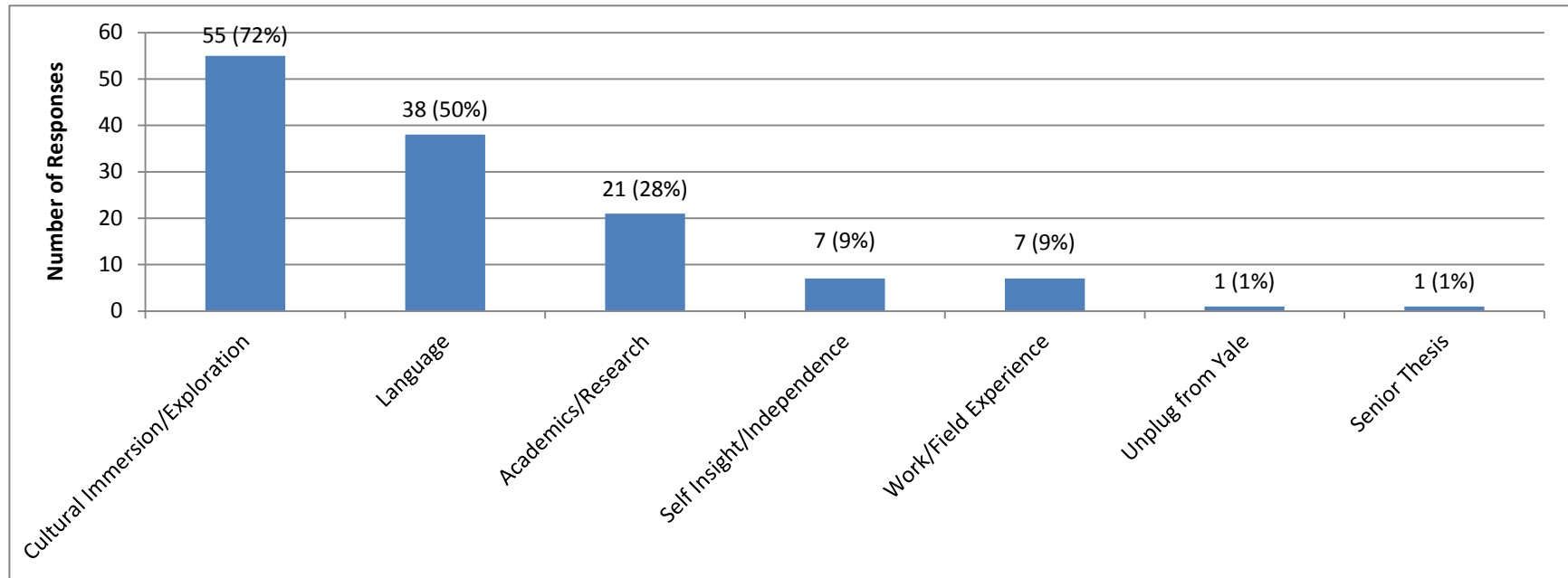**NOTE** - *Student answers from this open-ended question were coded into the following answer categories*:
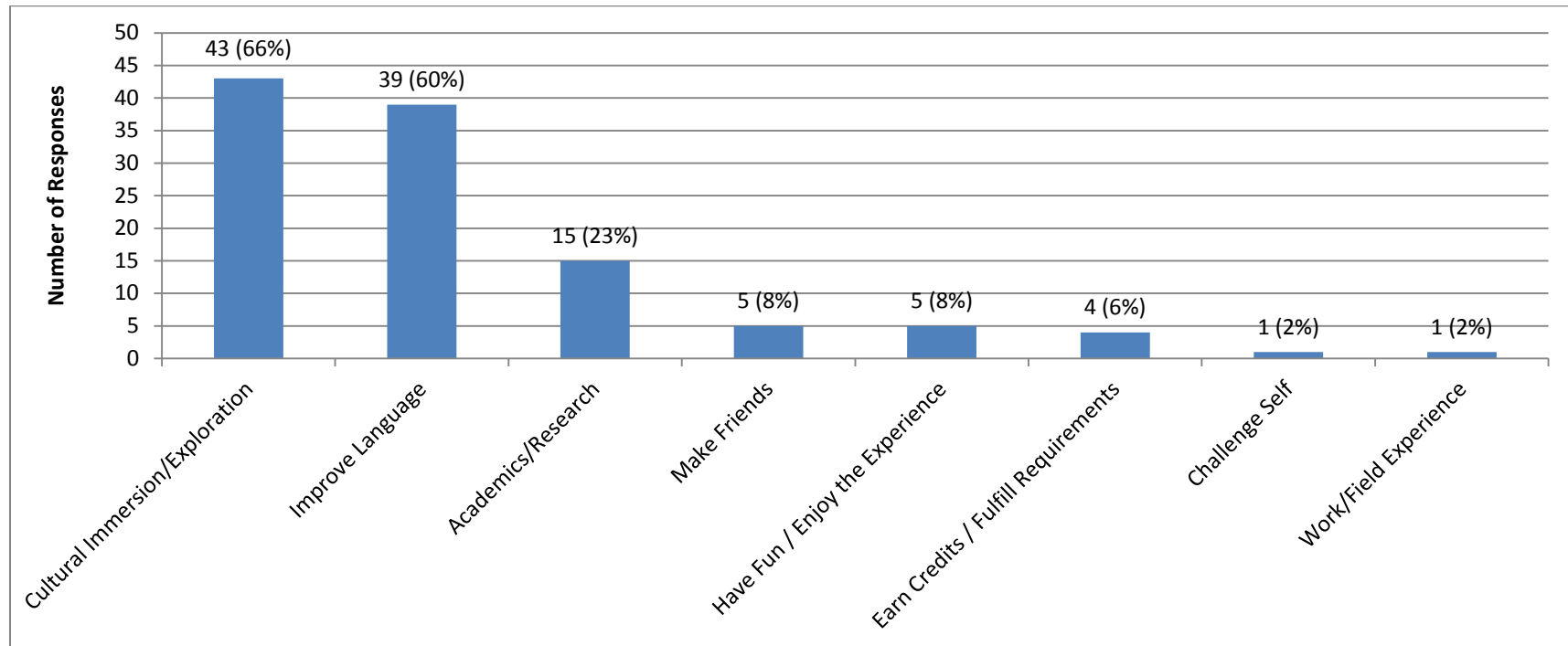
**82% (53 of 65) of REPLIES FROM THE FOLLOWING 15 YALE SUMMER SESSION PROGRAMS (27 YSS PROGRAMS in this CHART OVERALL):

(6) Paris: Elementary and Intermediate French I & II (FREN 110/120)

(5) Quito: Intermediate Spanish I & II + Culture (SPAN 130/140/249)

(4) Paris: Paris & the Cinema (FILM 153)

(4) Bilbao: Intermediate Spanish I & II + Culture (SPAN 130/140 & 248)

(4) Prague: In Kafka's Spirit: Film & Fiction (FILM 143 or CZEC 243)

(4) Paris: Advanced Culture and Conversation in Paris (FREN 160)

(4) Siena: Elementary Italian (ITAL 110/120)

(3) Singapore: Southeast Asia in Context (ANTH 230)

(3) Dubrovnik: History & Culture of Southeastern Europe (HIST 299 & SOCY 286)

(3) Paris: Age of the Cathedrals (HUMS 267/LITR 176/FREN 305)

(3) Intermediate and Advanced French I & II (FREN 130/140)

(2)Prague: The Yale Summer Film Institute at FAMU (FILM 144)

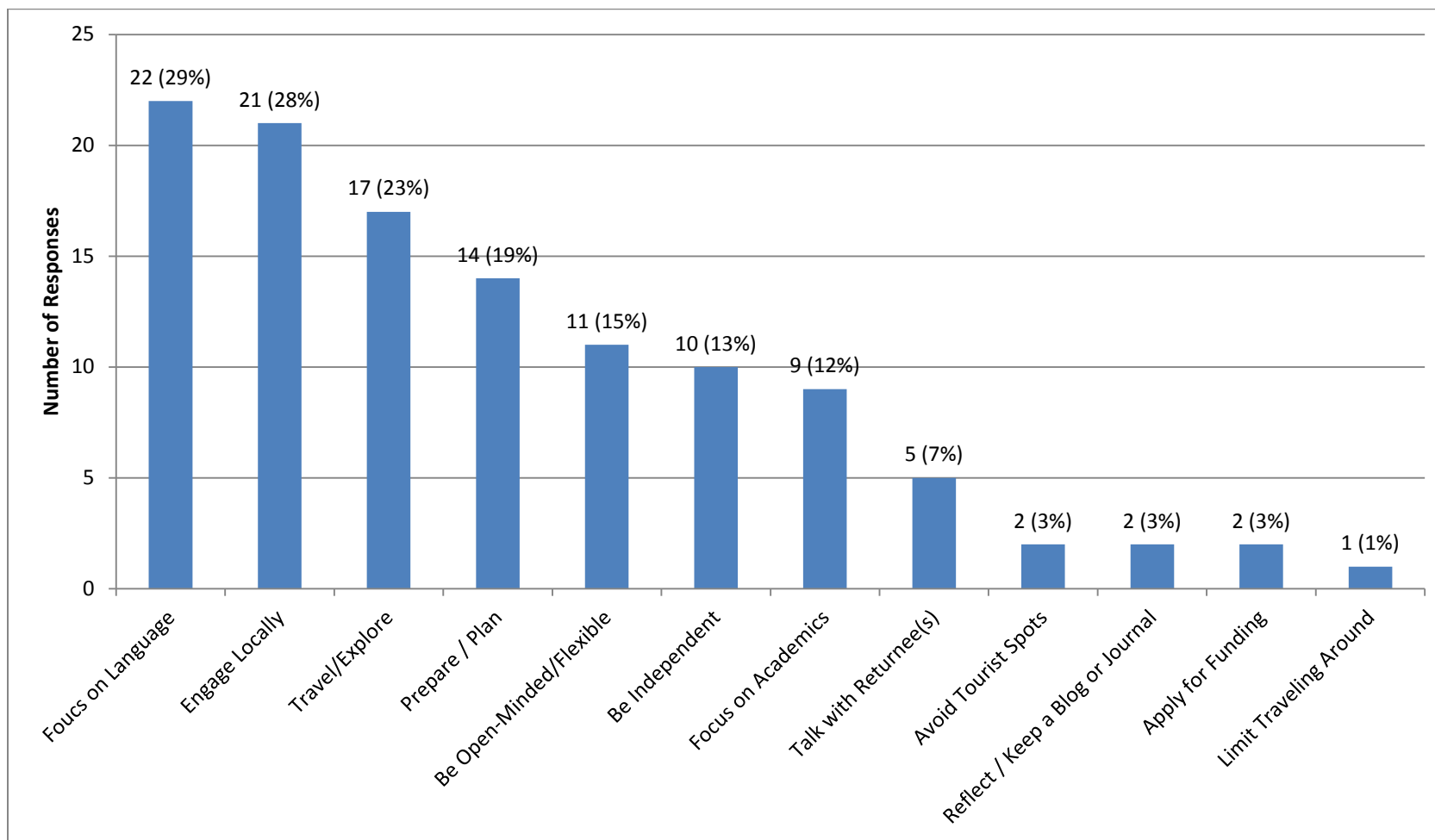(2) Siena: Intermediate Italian (ITAL 130/140)

(2) Rome: Rome (HUMS 250)

The most helpful step(s) I took to help me achieve my goals was (were):

CIPE Assessment Report 2011-2012 - Chart 8

Yale Summer Session Programs Abroad** (Total Respondents = 58)

Percentage Values Indicated for Total Respondents Within Each Answer Category

NOTE - *Student answers from this open-ended question were coded into the following answer categories*:

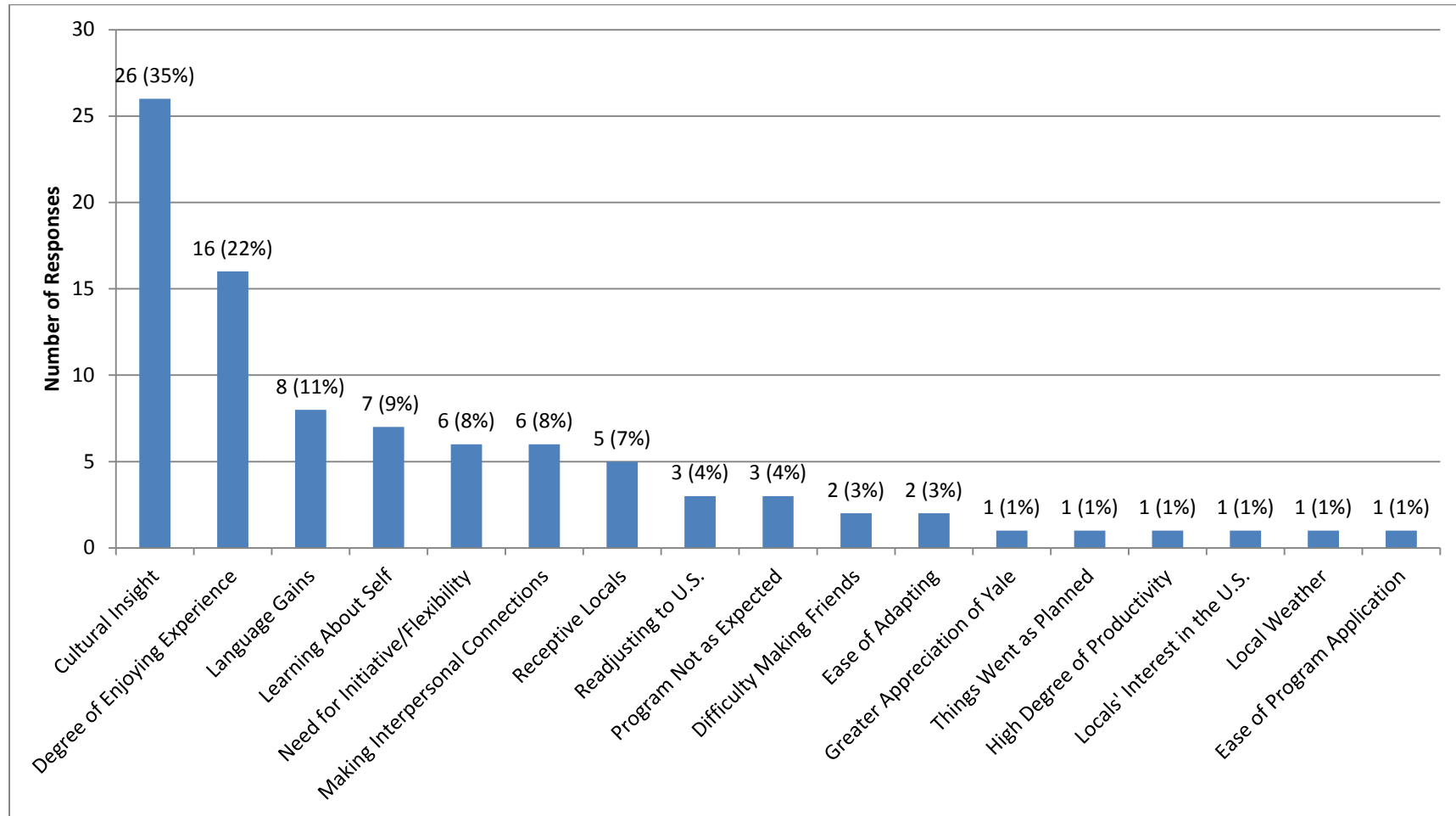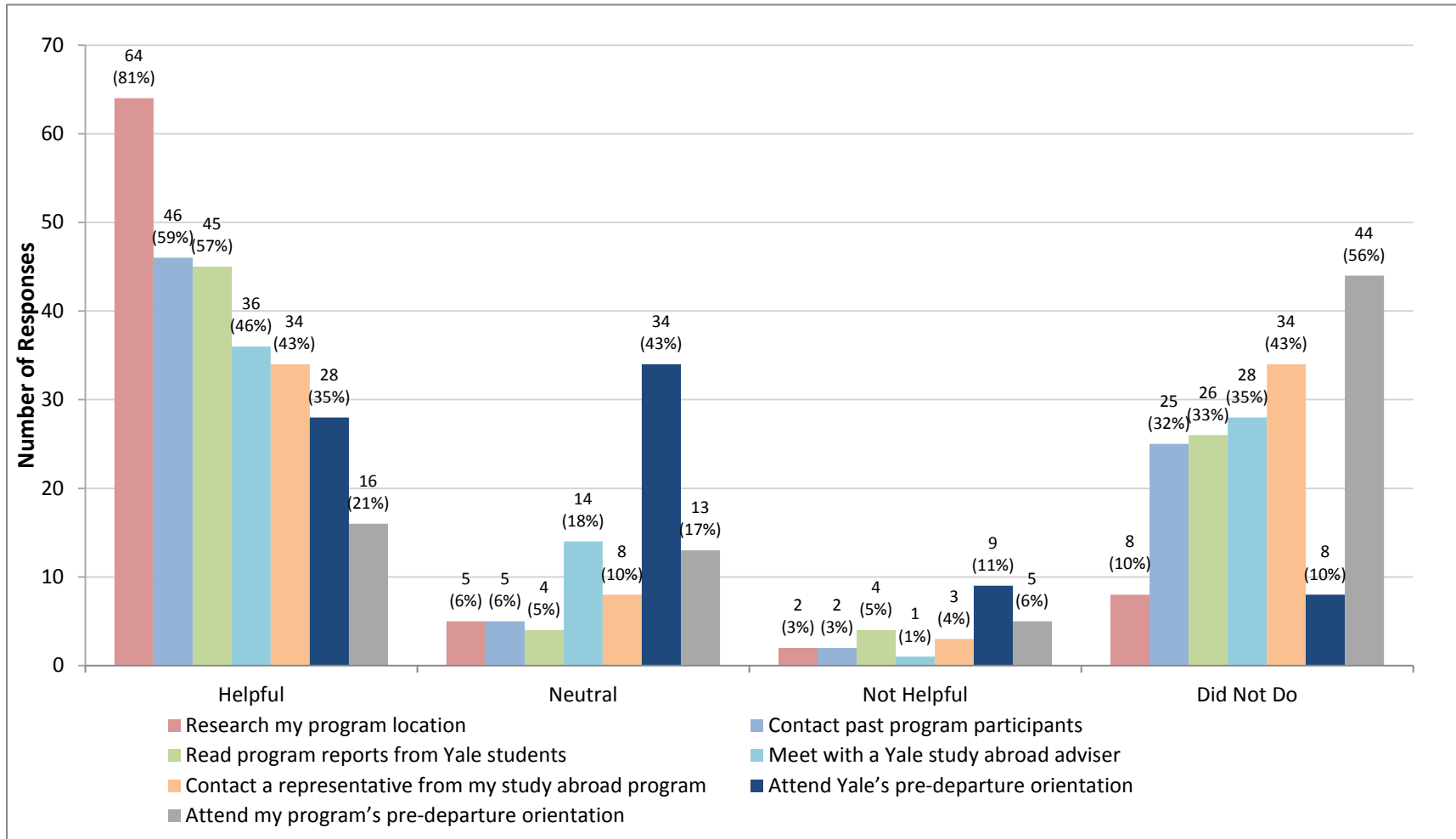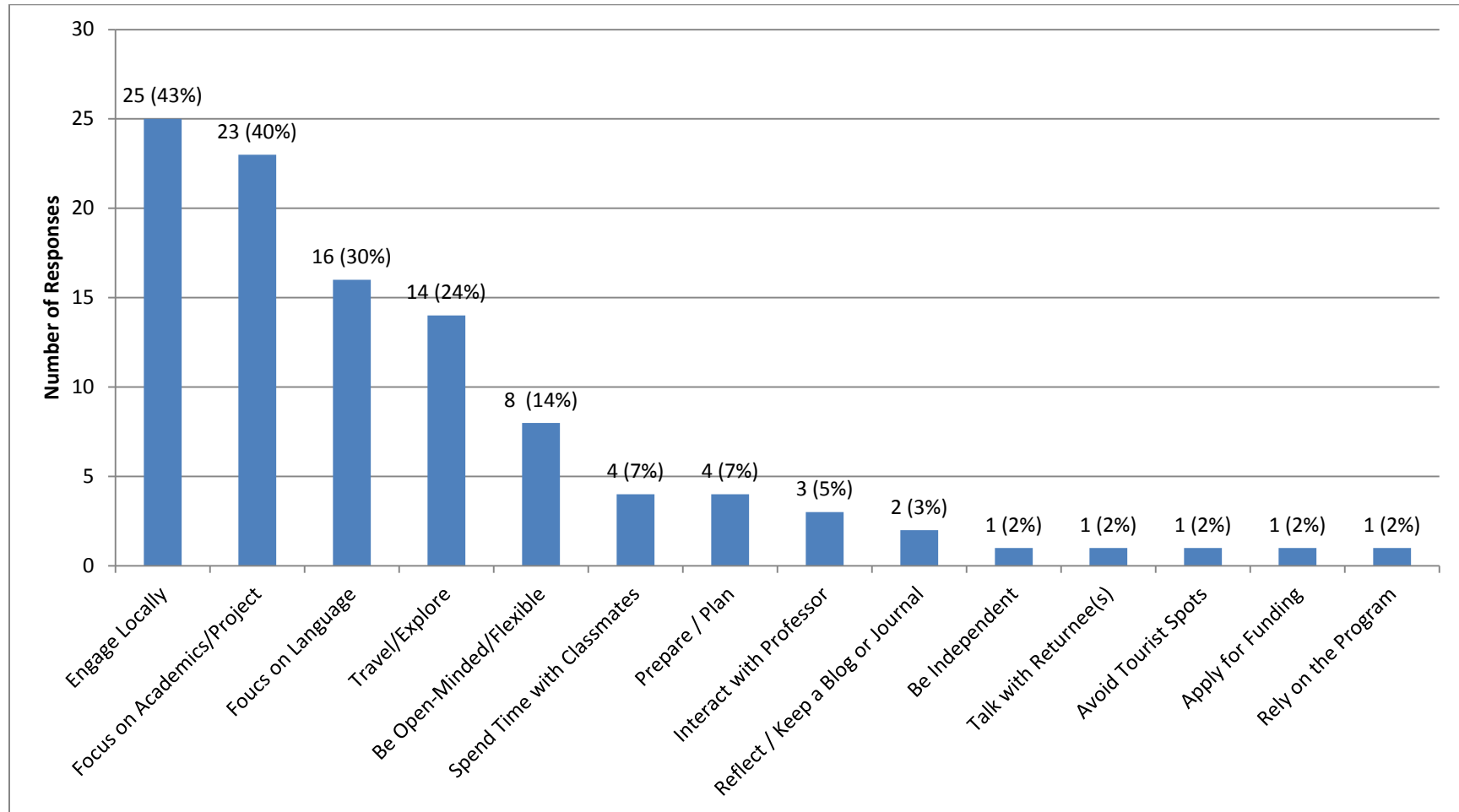**Refer to Chart 7 for a sampling of the Yale Summer Session programs represented above.

The next step(s) I plan to take toward building upon this experience is (are):

CIPE Assessment Report 2011-2012 - Chart 9

Yale Summer Session Programs Abroad** (Total Respondents = 57)

Percentage Values Indicated for Total Respondents Within Each Answer Category

NOTE - *Student answers from this open-ended question were coded into the following answer categories*:

Number of Responses

- 33 (58%) — Additional Use/Study of the Language
- 30 (53%) — Continue Traveling/Experiencing (U.S. and Abroad)
- 10 (18%) — Additional Academic Study of the Country/Topic
- 9 (16%) — Work/Intern in the Country
- 4 (7%) — Maintain Contacts
- 2 (4%) — Engage with Yale/New Haven Differently
- 1 (2%) — Senior Thesis / Capstone Project
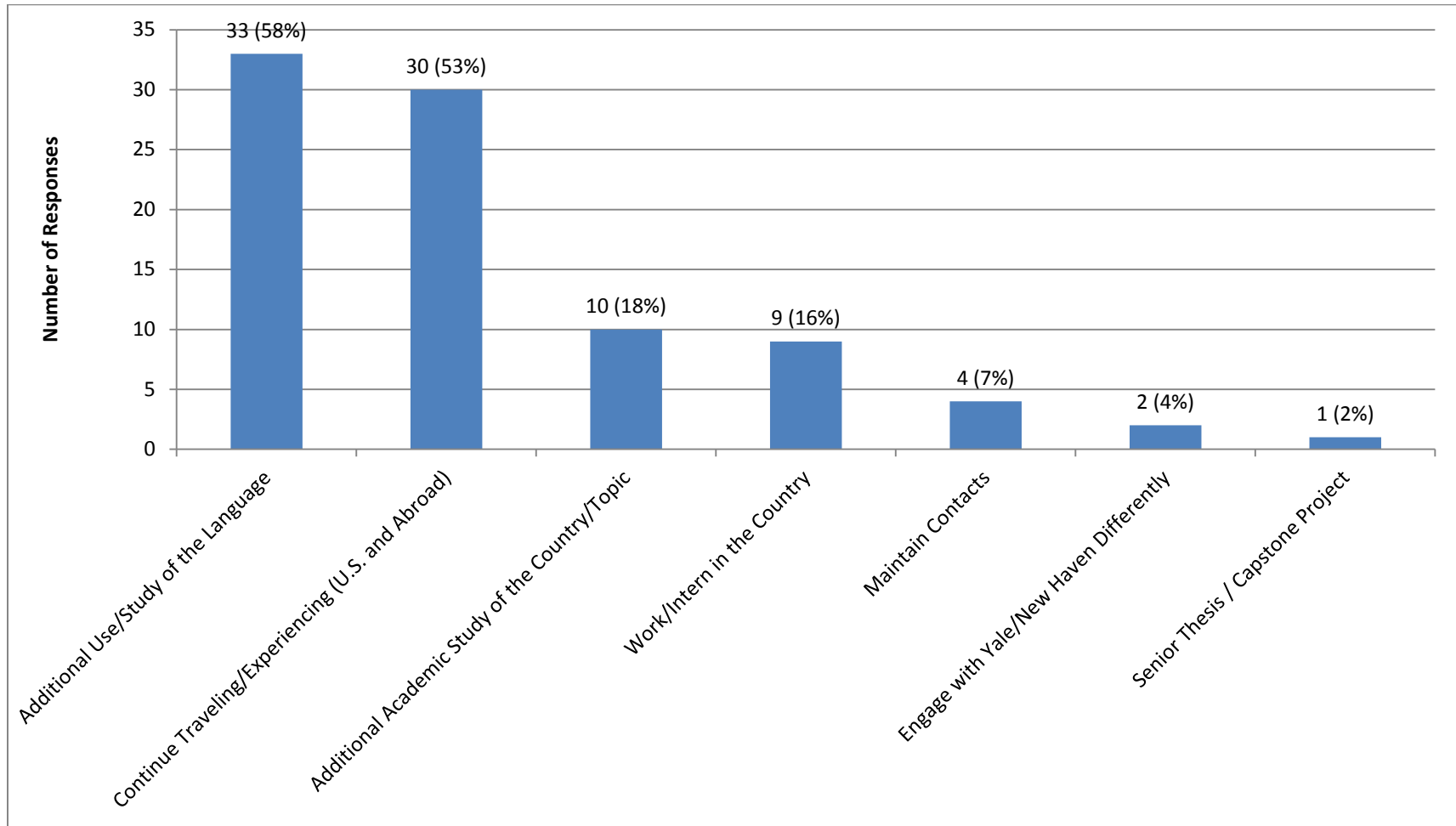
**Refer to Chart 7 for a sampling of the Yale Summer Session programs represented above.

The most helpful step(s) I took to help me achieve my goals was (were):

CIPE Assessment Report 2011-2012 - Chart 10

Yale Summer Session - New Haven, Non-Yale Students** (Total Respondents = 47)

Percentage Values Indicated for Total Respondents

NOTE - *Student answers from this open-ended question were coded into the following answer categories:*

Number of Responses (y-axis, 0–30)

- Focus Academically: 24 (51%)
- Attend Office Hours / Meet with Faculty: 12 (26%)
- Engage Outside of the Classroom: 10 (21%)
- Participate in Class Discussions: 8 (17%)
- Be Flexible / Open-Minded: 6 (13%)
- Join Study Group(s): 4 (9%)
- Utilize Physical Resources (libraries, etc.): 4 (9%)
- Good Time Management: 4 (9%)
- Travel to Nearby Cities: 2 (4%)
- Choose Small Class: 1 (2%)
- Prepare in Advance: 1 (2%)
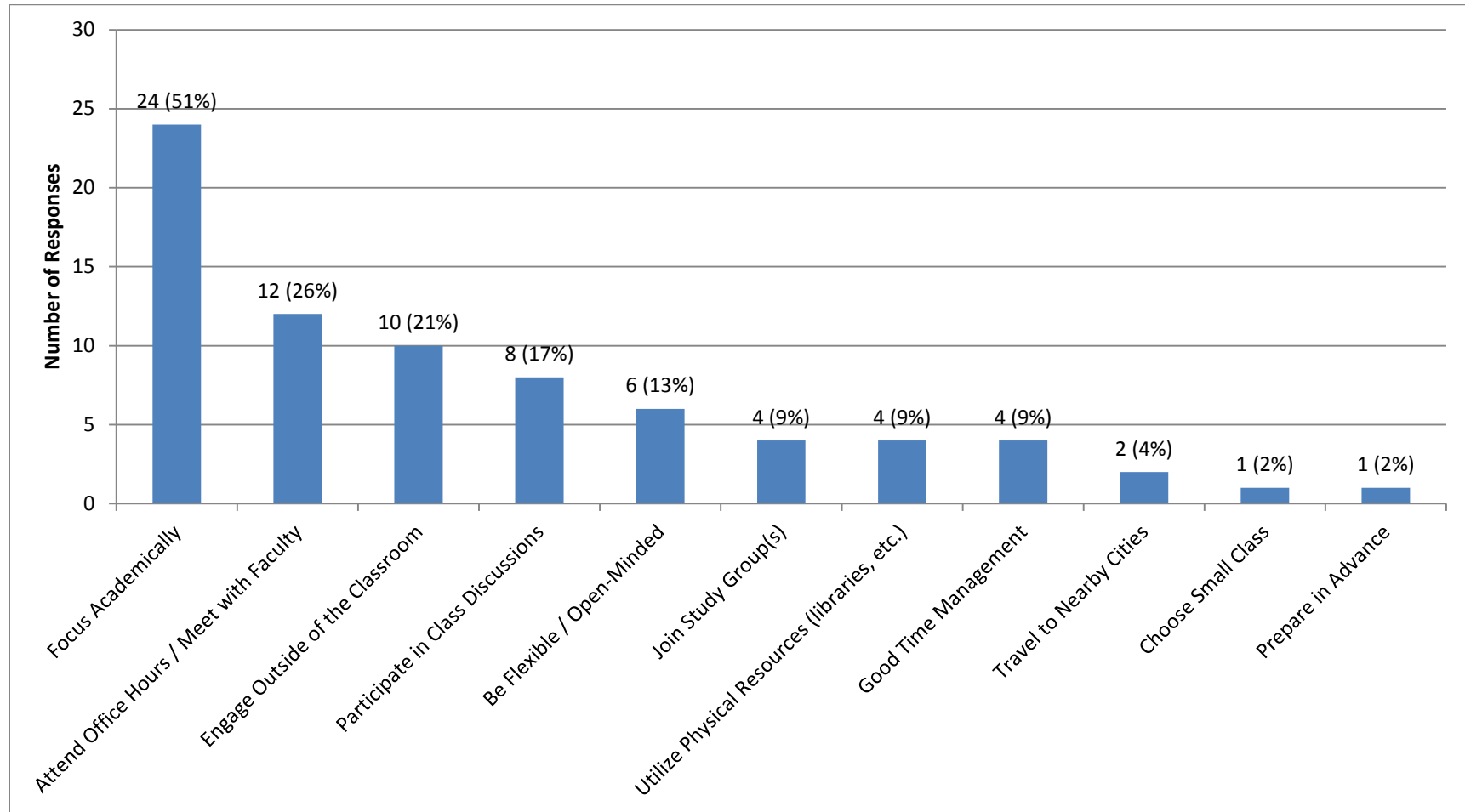
**Yale student attendees were not asked to complete this survey.

As I reflect upon this experience, something that surprised me is:

CIPE Assessment Report 2011-2012 - Chart 11

Yale Summer Session - New Haven, Non-Yale Students** (Total Respondents = 47)

Percentage Values Indicated for Total Respondents

NOTE - *Student answers from this open-ended question were coded into the following answer categories:*

Number of Responses

Category	Value
Collegiality of Participants	7 (15%)
Learning (Impact) Has Carried Forward	7
Accessibility/Engagement of Faculty	7
Cultural Difference/Diversity	5 (11%)
Dynamic/Open Class Environment	5
Overcoming Challenges / Gaining Self Insight	5
Experience was Fun/Enjoyable	4 (9%)
High Difficulty/Intensity of Courses	4
Made Friends	3 (6%)
Helpfulness of Small Class Size	2 (4%)
YSS-Organized Activities	2
Low Difficulty/Intensity of Courses	2
So Much Was Learned Inside/Outside of Class	1 (2%)
Living on Campus	1
Beauty of Campus	1
Quiet Class Environment	1
Too Little Studio Time	1
Yale's Warm Welcome	1
Dedication is More Important Than Talent	1
Faculty Not Enthusiastic	1
Students' Intellectual Curiosity	1
A Month was Too Brief	1

**Yale student attendees were not asked to complete this survey.

The best result(s) of my experience was (were):

CIPE Assessment Report 2011-2012 - Chart 12

Yale Summer Session - New Haven, Non-Yale Students** (Total Respondents = 46)

Percentage Values Indicated for Total Respondents Within Each Answer Category

NOTE - *Student answers from this open-ended question were coded into the following answer categories*:

Number of Responses

- Making Friends/Connections: 18 (39%)
- Learning about Course Material: 15 (33%)
- Gained Self Confidence/Independence: 9 (20%)
- Interacting with Faculty: 6 (13%)
- Learning about (Yale) College: 6 (13%)
- Experiencing Different Cultures: 6 (13%)
- Good Grades: 4 (9%)
- Learned New Skill: 3 (7%)
- Learned to be Dedicated: 2 (4%)
- Time Spent Outside of Class: 1 (2%)
- Broadened Perspective: 1 (2%)
- Advanced Career: 1 (2%)

**Yale student attendees were not asked to complete this survey.

The next step(s) I plan to take toward building upon this experience is (are):

CIPE Assessment Report 2011-2012 - Chart 13

Yale Summer Session - New Haven, Non-Yale Students Non-Yale Students** (Total Respondents = 43)

Percentage Values Indicated for Total Respondents Within Each Answer Category

NOTE - *Student answers from this open-ended question were coded into the following answer categories*:

Number of Responses (y-axis)

- Apply to College/University: 19 (44%)
- Continue Work/Study: 15 (35%)
- Apply to Yale: 6 (14%)
- Seek Similar Experiences: 3 (7%)
- No Plan: 2 (5%)
- Maintain Contacts: 2 (5%)
- Apply for YVISP: 1 (2%)
- Return to Yale: 1 (2%)
- Embrace Challenges: 1 (2%)
- Do an Exchange Program in the U.S.: 1 (2%)
- Finish College: 1 (2%)

**Yale student attendees were not asked to complete this survey.

The primary reason I would recommend YSS to another student is:

CIPE Assessment Report 2011-2012 - Chart 14

Yale Summer Session - New Haven, Non-Yale Students** (Total Respondents = 44)

Percentage Values Indicated for Total Respondents Within Each Answer Category

NOTE - *Student answers from this open-ended question were coded into the following answer categories*:

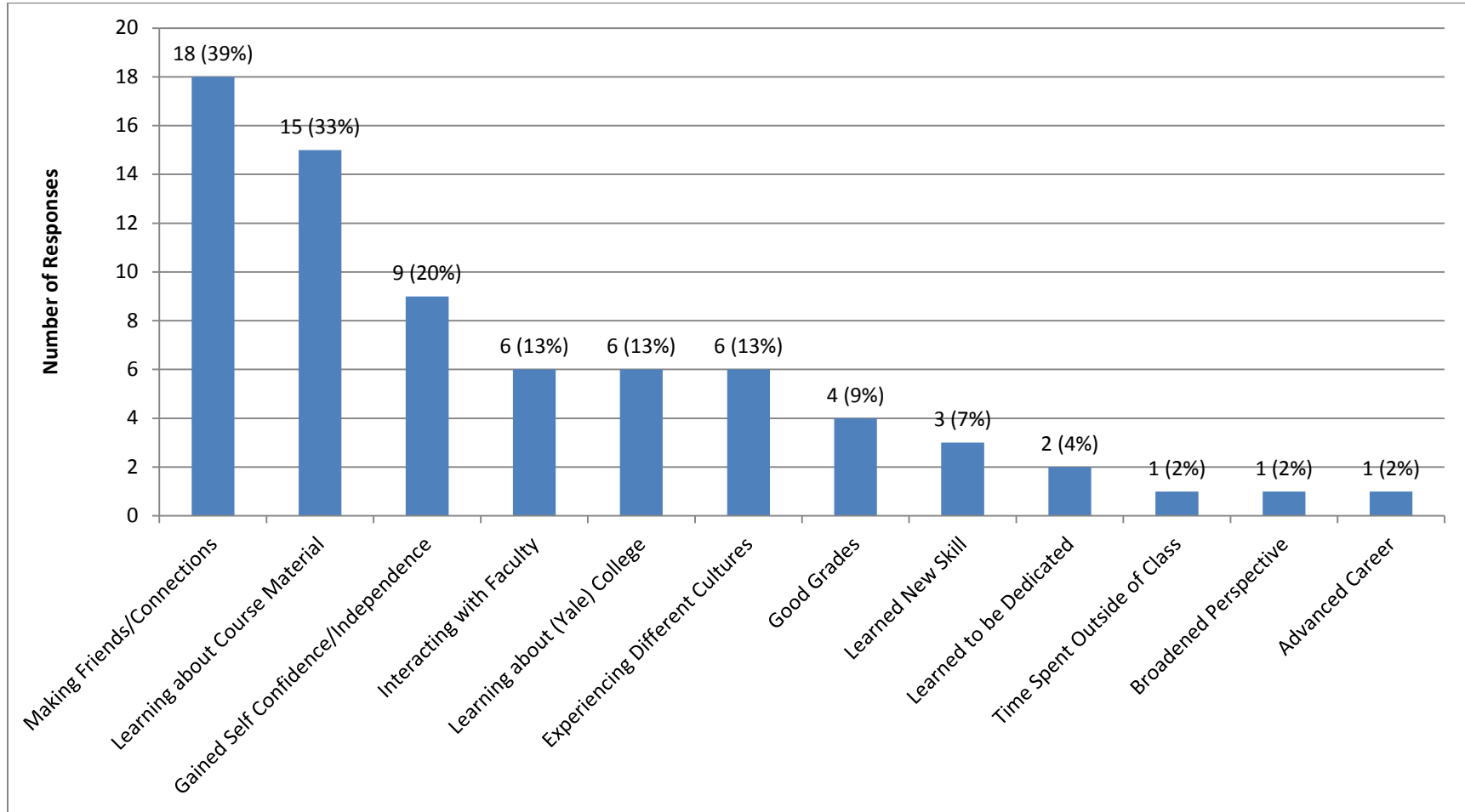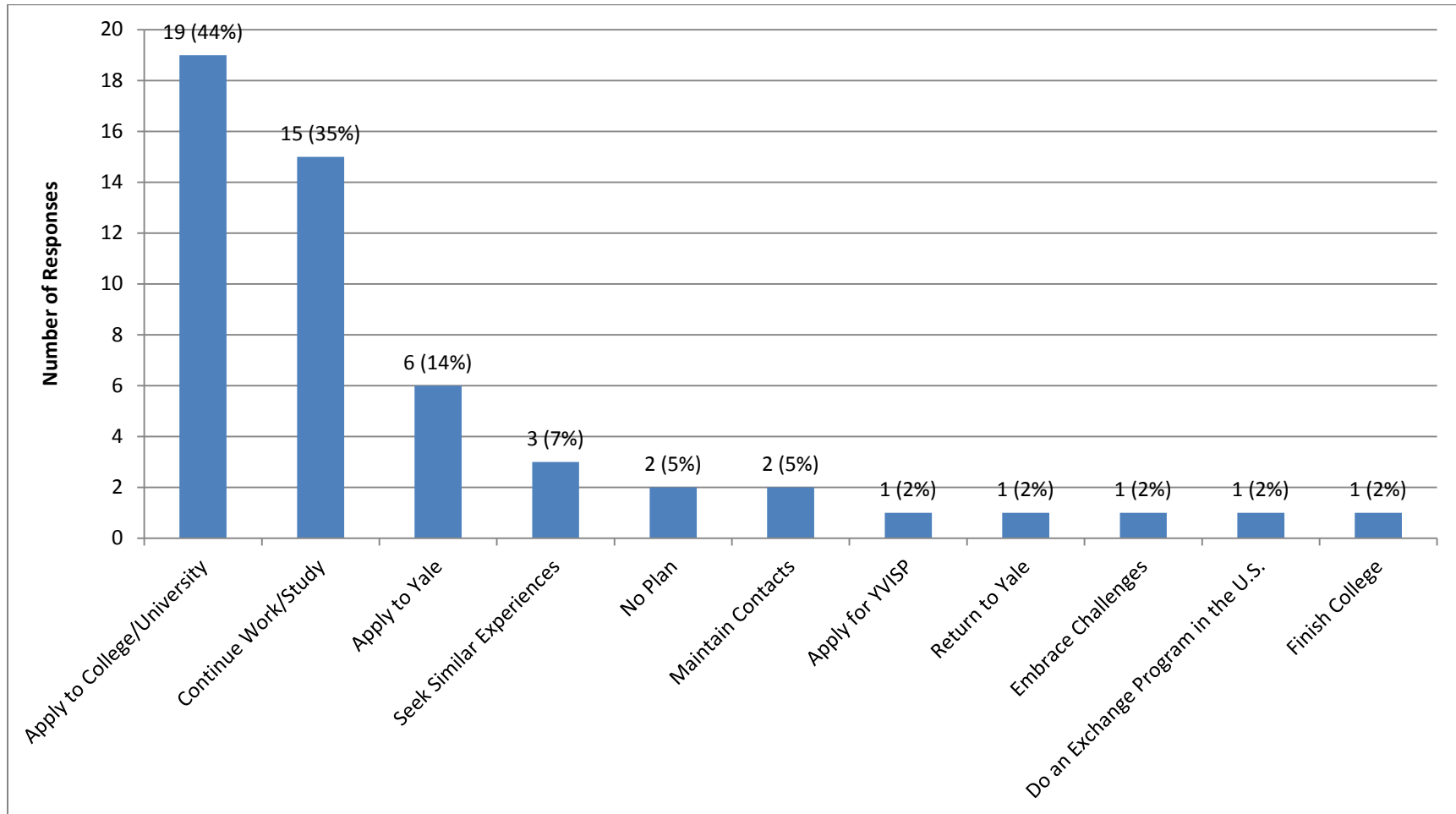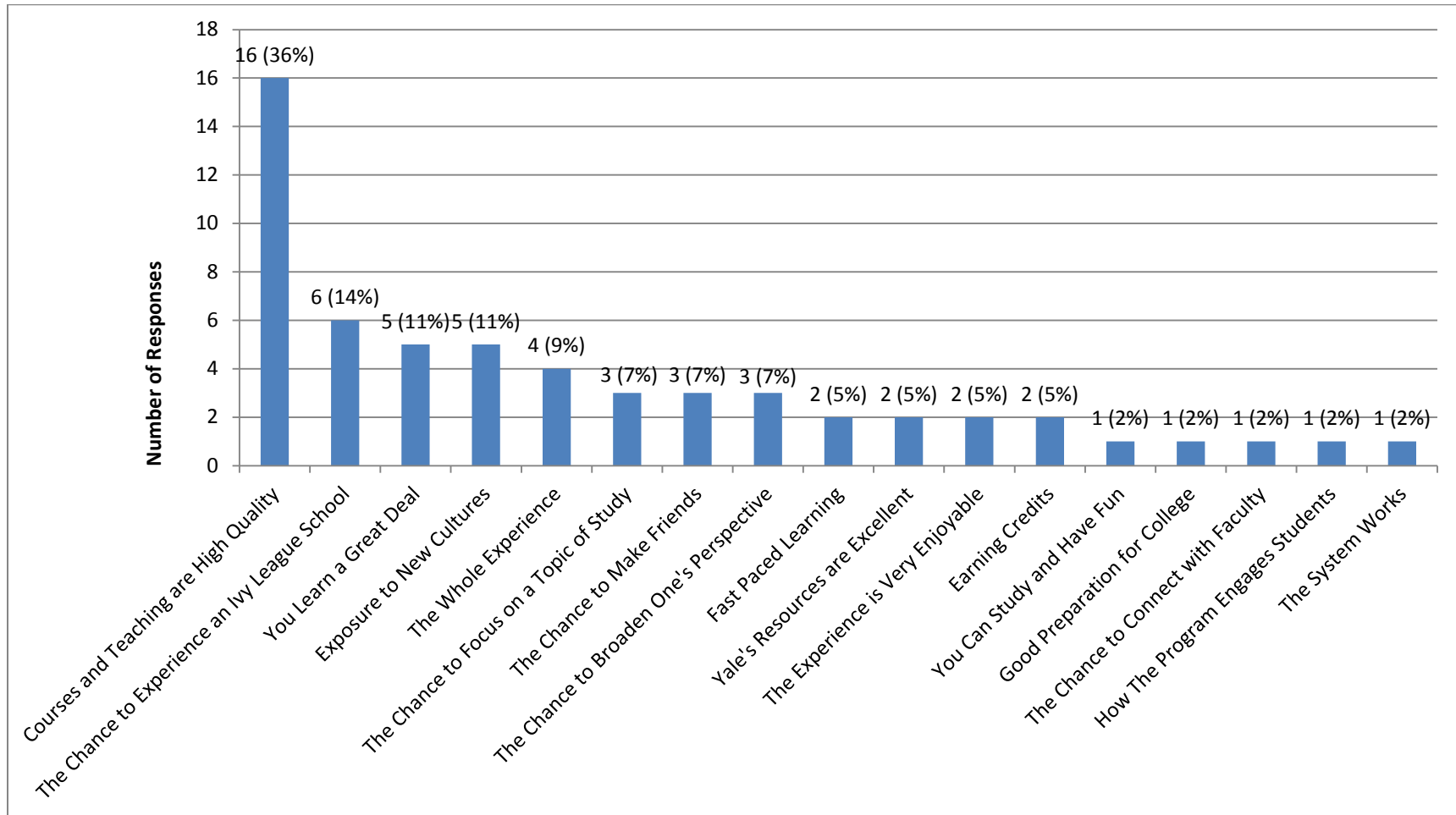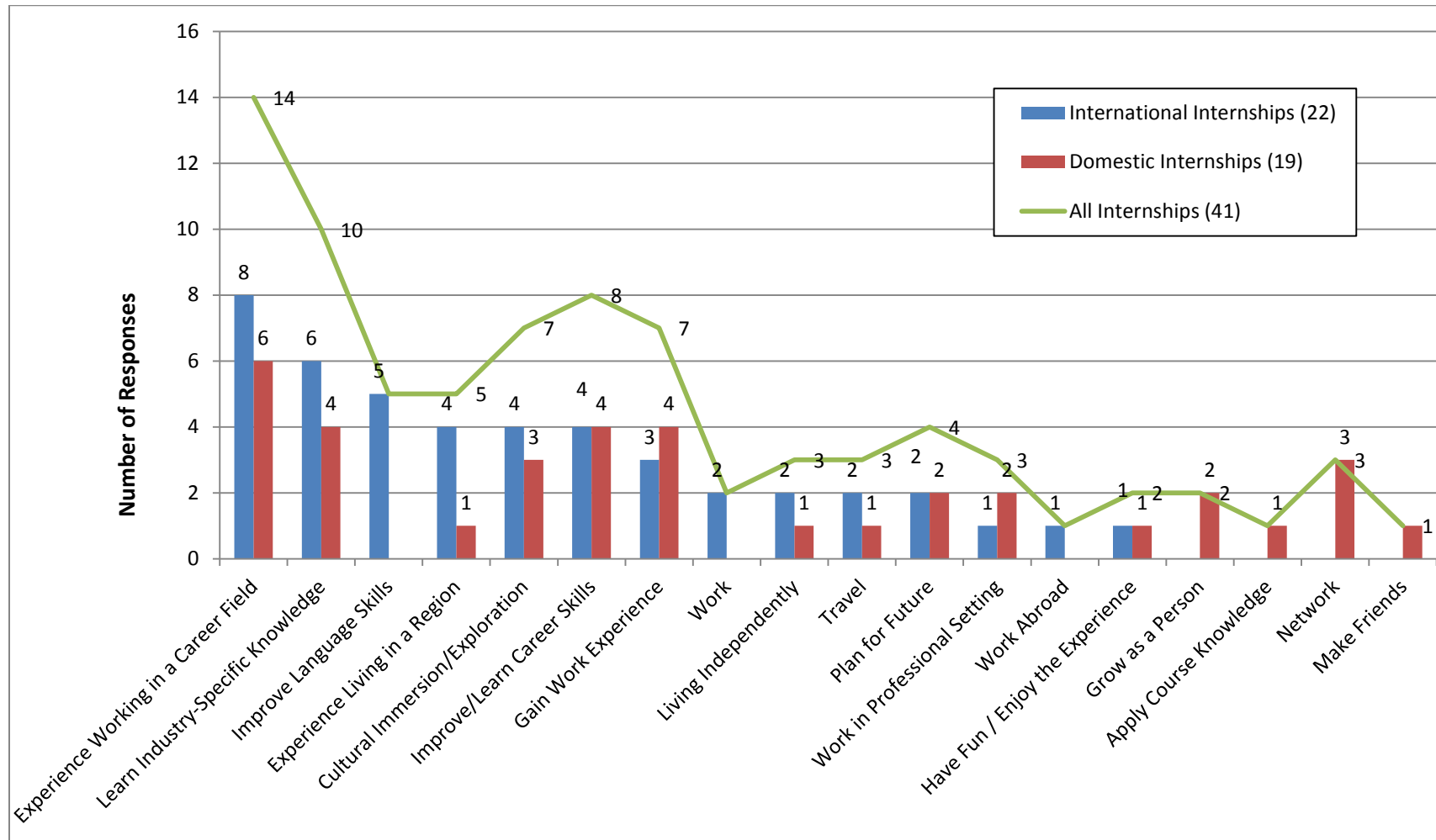****Yale student attendees were not asked to complete this survey.**

The primary goal(s) that I set for this experience was (were):

CIPE Assessment Report 2011-2012 - Chart 15

CIPE-sponsored Internships (Total Respondents = 41)

Percentage Values Indicated for Total Respondents Within Each Answer Category

NOTE - *Student answers from this open-ended question were coded into the following answer categories*:

Chart showing "Number of Responses" by answer category with bars for International Internships (22), Domestic Internships (19), and a line for All Internships (41).

| Category	International	Domestic	All
Experience Working in a Career Field	8	6	14
Learn Industry-Specific Knowledge	6	4	10
Improve Language Skills	5		5
Experience Living in a Region	4	1	5
Cultural Immersion/Exploration	4	3	7
Improve/Learn Career Skills	4	4	8
Gain Work Experience	3	4	7
Work	2		2
Living Independently	2	1	3
Travel	2	1	3
Plan for Future	2	2	4
Work in Professional Setting	1	2	3
Work Abroad	1		1
Have Fun / Enjoy the Experience	1	1	2
Grow as a Person		2	2
Apply Course Knowledge		1	1
Network		3	3
Make Friends		1	1

The most helpful step(s) I took to help me achieve my goals was (were):

CIPE Assessment Report 2011-2012 - Chart 16

CIPE-sponsored Internships (Total Respondents = 39)

Percentage Values Indicated for Total Respondents Within Each Answer Category

NOTE - *Student answers from this open-ended question were coded into the following answer categories*:
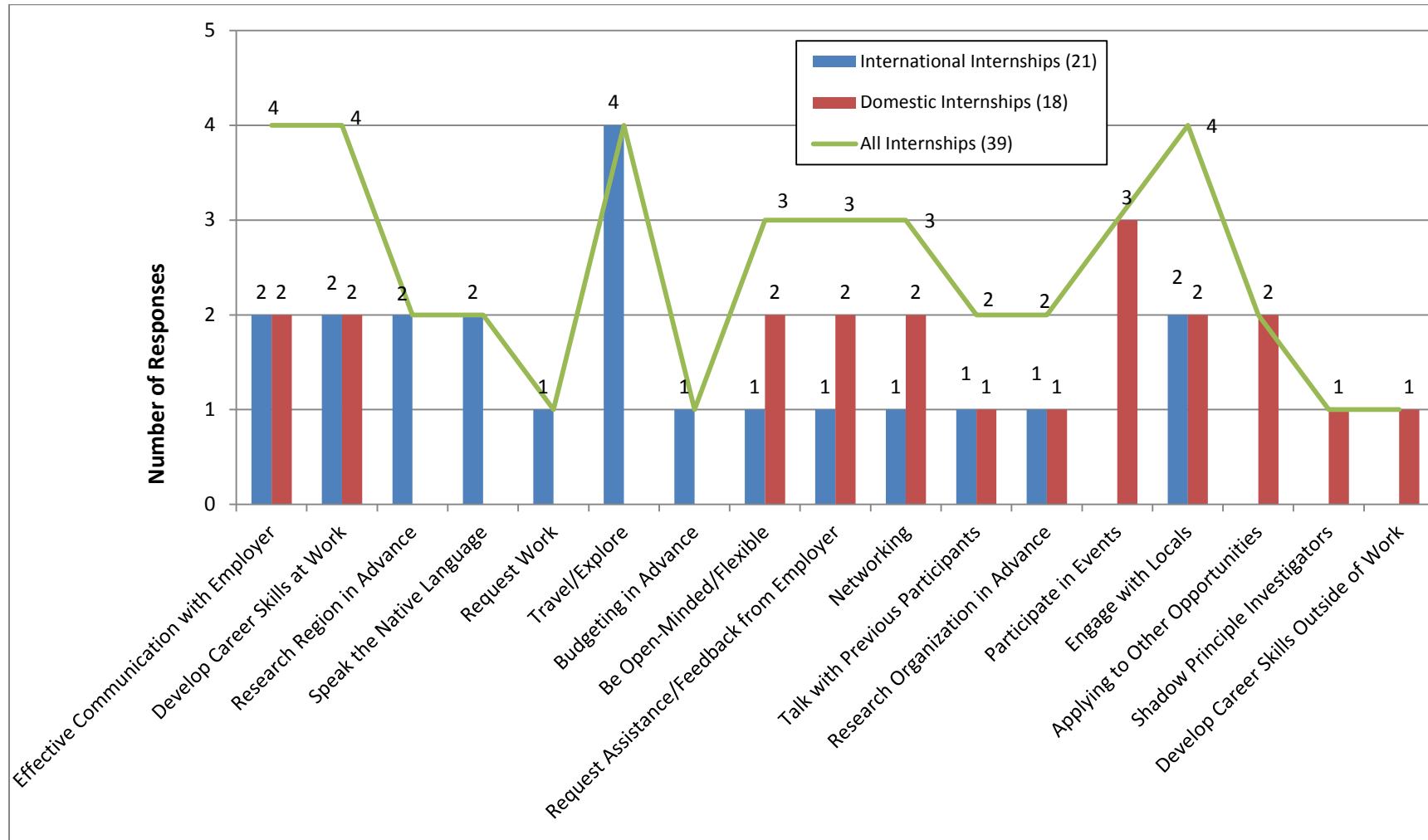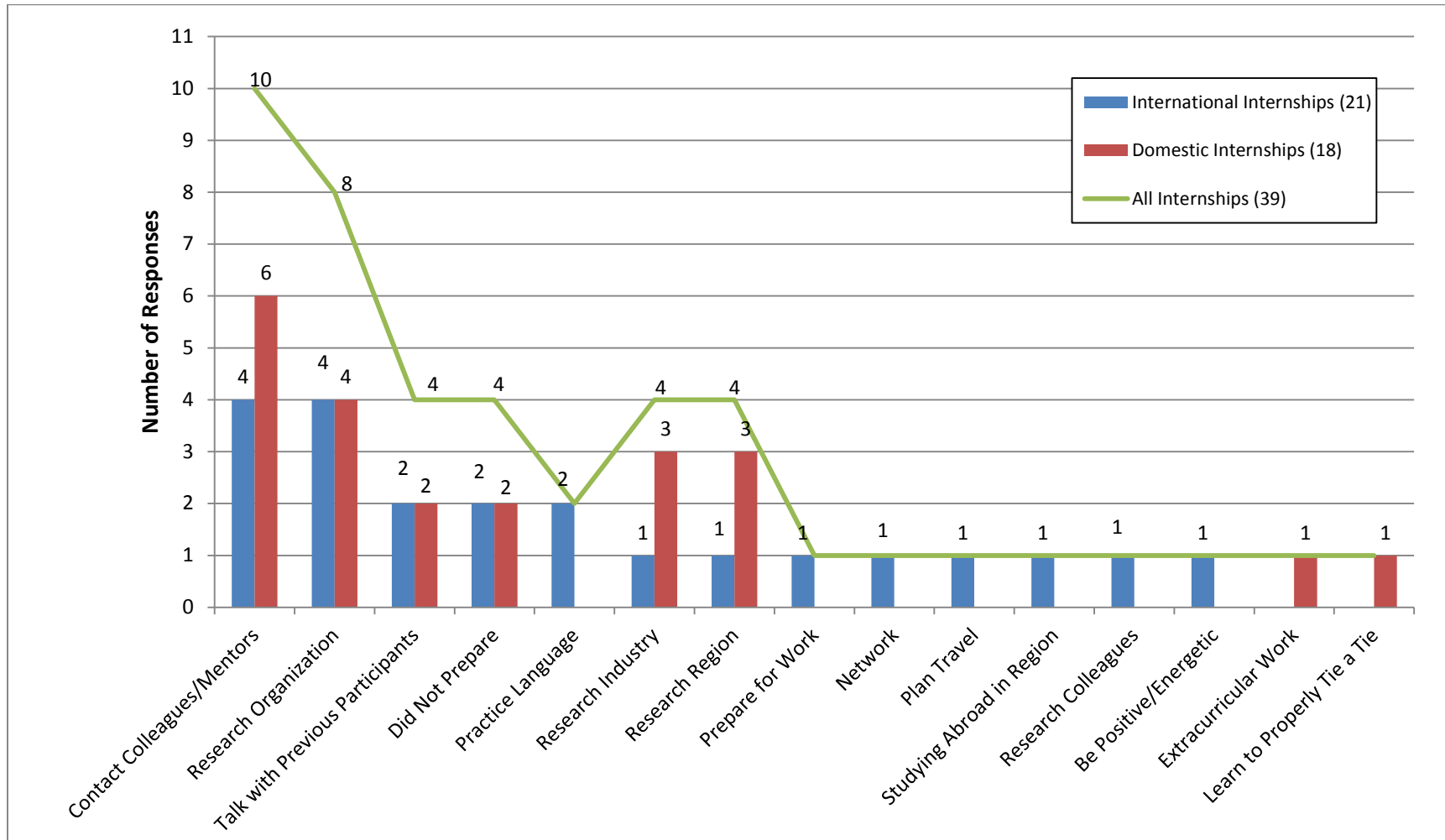
The most helpful thing I did to prepare for my internship was:

CIPE Assessment Report 2011-2012 - Chart 17

CIPE-sponsored Internships (Total Respondents = 39)

Percentage Values Indicated for Total Respondents Within Each Answer Category

NOTE - *Student answers from this open-ended question were coded into the following answer categories*:
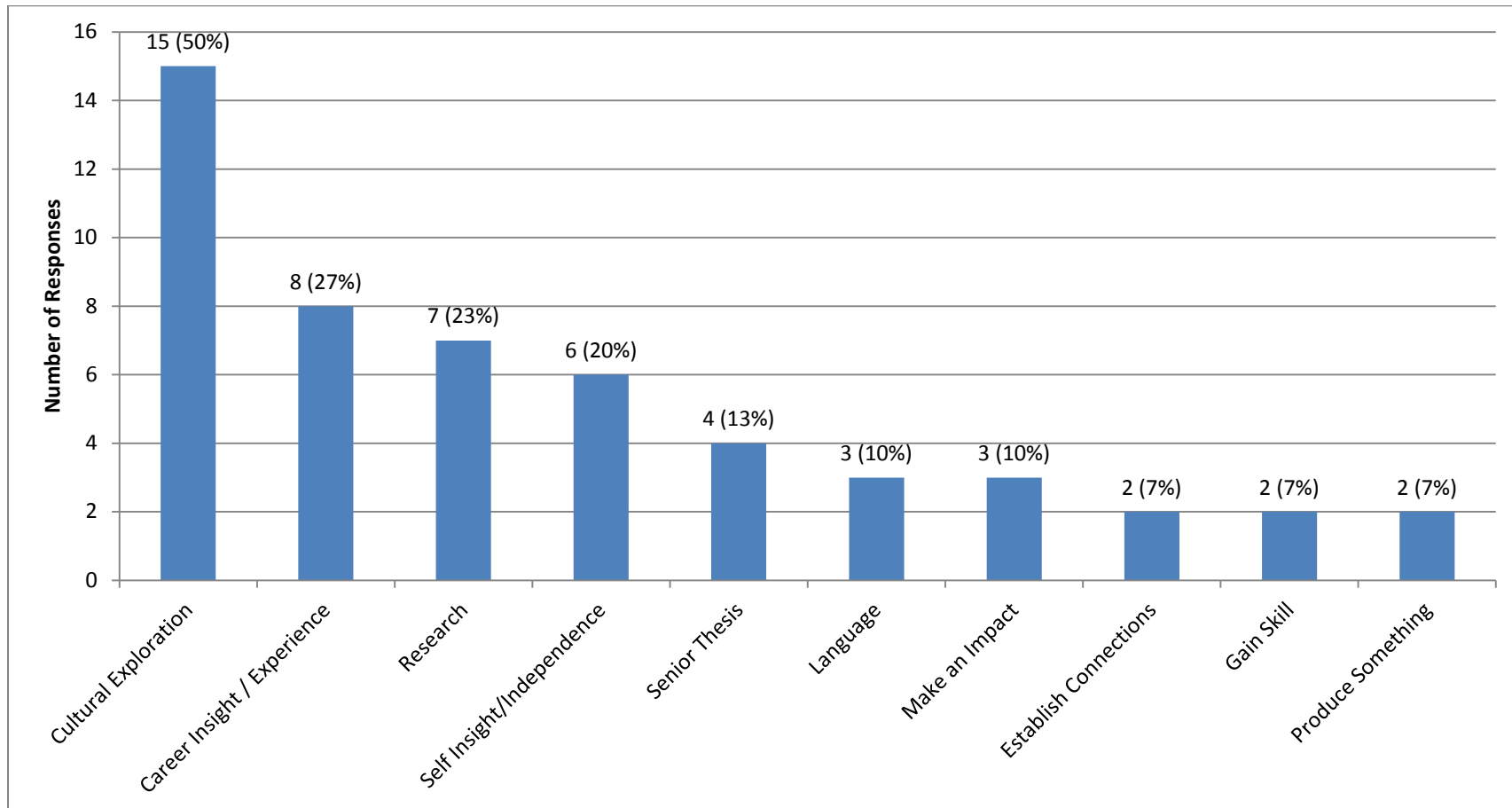
The primary goal(s) that I set for this experience was (were):

CIPE Assessment Report 2011-2012 - Chart 18

Independent, Unfunded Experiences** (Total Respondents = 30)

Percentage Values Indicated for Total Respondents Within Each Answer Category

NOTE - *Student answers from this open-ended question were coded into the following answer categories*:

Number of Responses

- Cultural Exploration: 15 (50%)
- Career Insight / Experience: 8 (27%)
- Research: 7 (23%)
- Self Insight/Independence: 6 (20%)
- Senior Thesis: 4 (13%)
- Language: 3 (10%)
- Make an Impact: 3 (10%)
- Establish Connections: 2 (7%)
- Gain Skill: 2 (7%)
- Produce Something: 2 (7%)

**Research Project (17), Internship (7), AIESEC (3), Language Study: PIBBI and Medicinal Interviews (1), Yale-Tec de Monterrey Joint Summer Internship Program in Sustainable Development (1), American Institute of Indian Studies, Kashmiri Summer Intensive Language Program (1)

The best result(s) of my experience was (were):

CIPE Assessment Report 2011-2012 - Chart 19

Independent, Unfunded Experiences** (Total Respondents = 30)

Percentage Values Indicated for Total Respondents Within Each Answer Category

NOTE - *Student answers from this open-ended question were coded into the following answer categories*:

**Research Project (17), Internship (7), AIESEC (3), Language Study: PIBBI and Medicinal Interviews (1), Yale-Tec de Monterrey Joint Summer Internship Program in Sustainable Development (1), American Institute of Indian Studies, Kashmiri Summer Intensive Language Program (1)
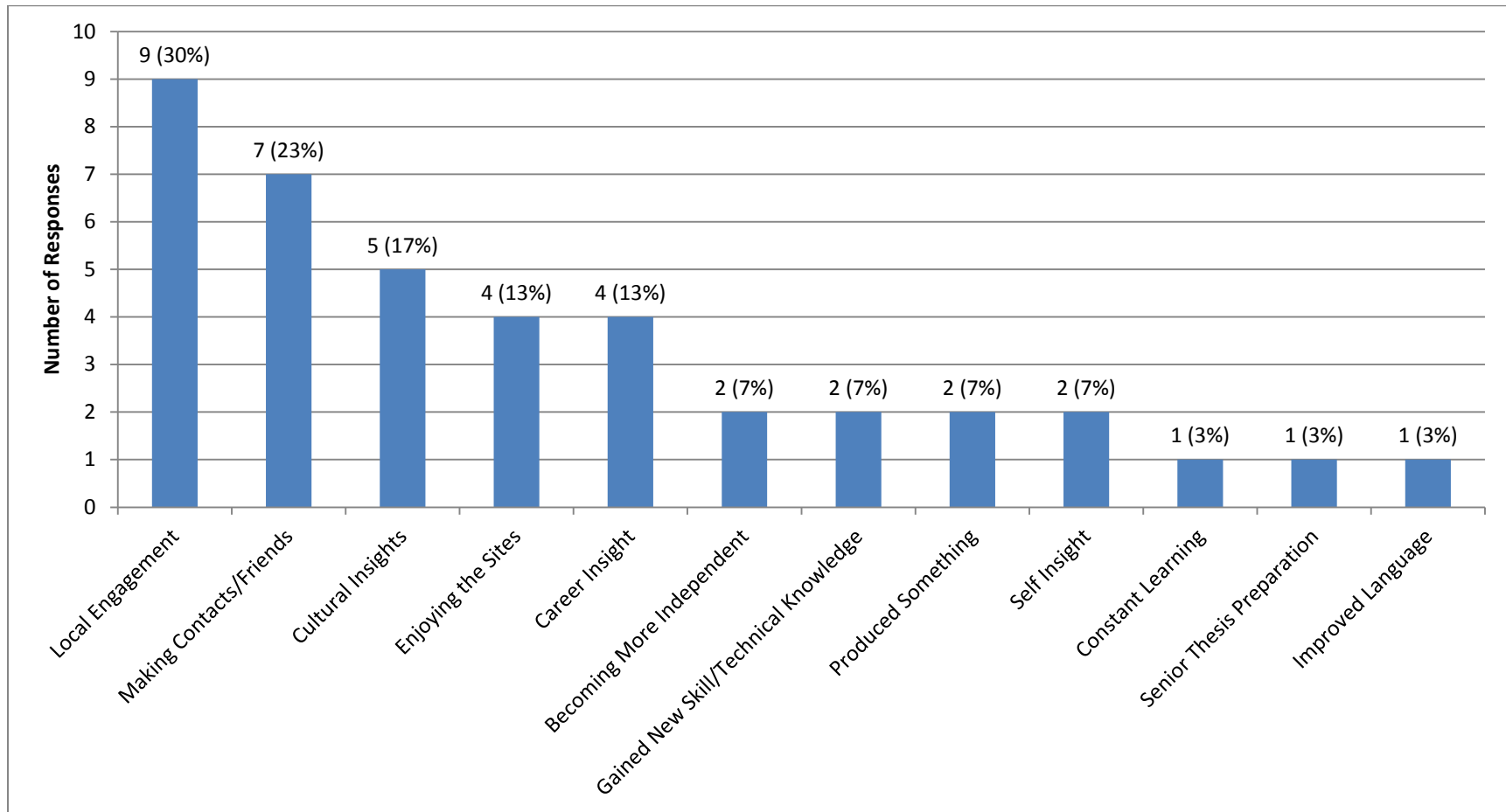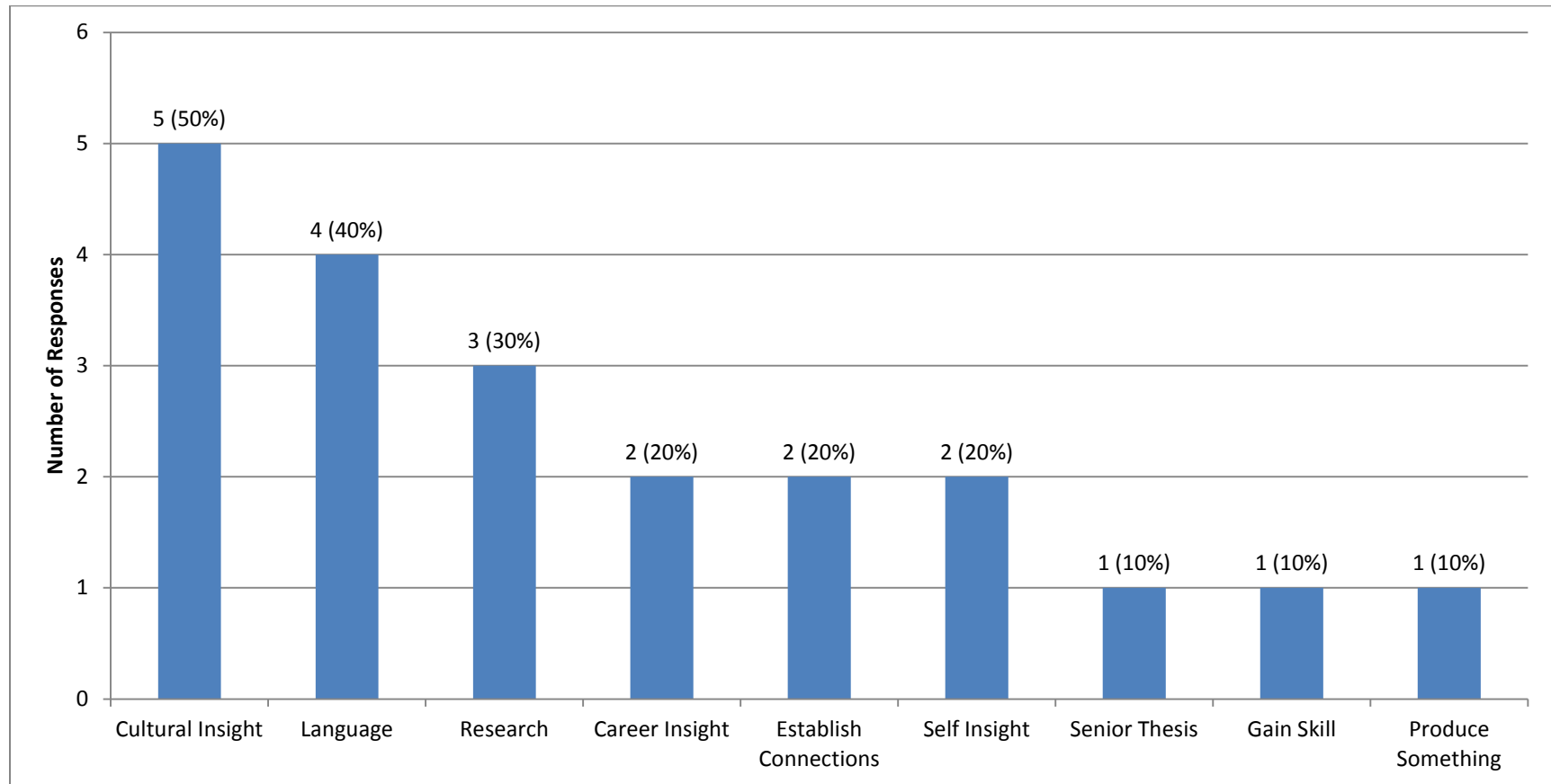
The primary goal(s) that I set for this experience was (were):

CIPE Assessment Report 2011-2012 - Chart 20

Independent, Funded Experiences** (Total Respondents = 10)

Percentage Values Indicated for Total Respondents Within Each Answer Category

NOTE - *Student answers from this open-ended question were coded into the following answer categories*:

Number of Responses

Category	Value
Cultural Insight	5 (50%)
Language	4 (40%)
Research	3 (30%)
Career Insight	2 (20%)
Establish Connections	2 (20%)
Self Insight	2 (20%)
Senior Thesis	1 (10%)
Gain Skill	1 (10%)
Produce Something	1 (10%)

**Alan S. Tetelman 1958 Fellowship, CIPE Research Fellowships for Juniors (Bates, et al.), Frederick Mortimer Clapp Fellowship, Jehiel R. Elyachar Foundation Travel Fellowship, Program in Grand Strategy Fellowship (ISS), Richter Summer Fellowship, Yale College Public Service Research Grant, CMES: Libby Rouse Fund for Peace Fellowship, (2) Environmental Summer Fellowships
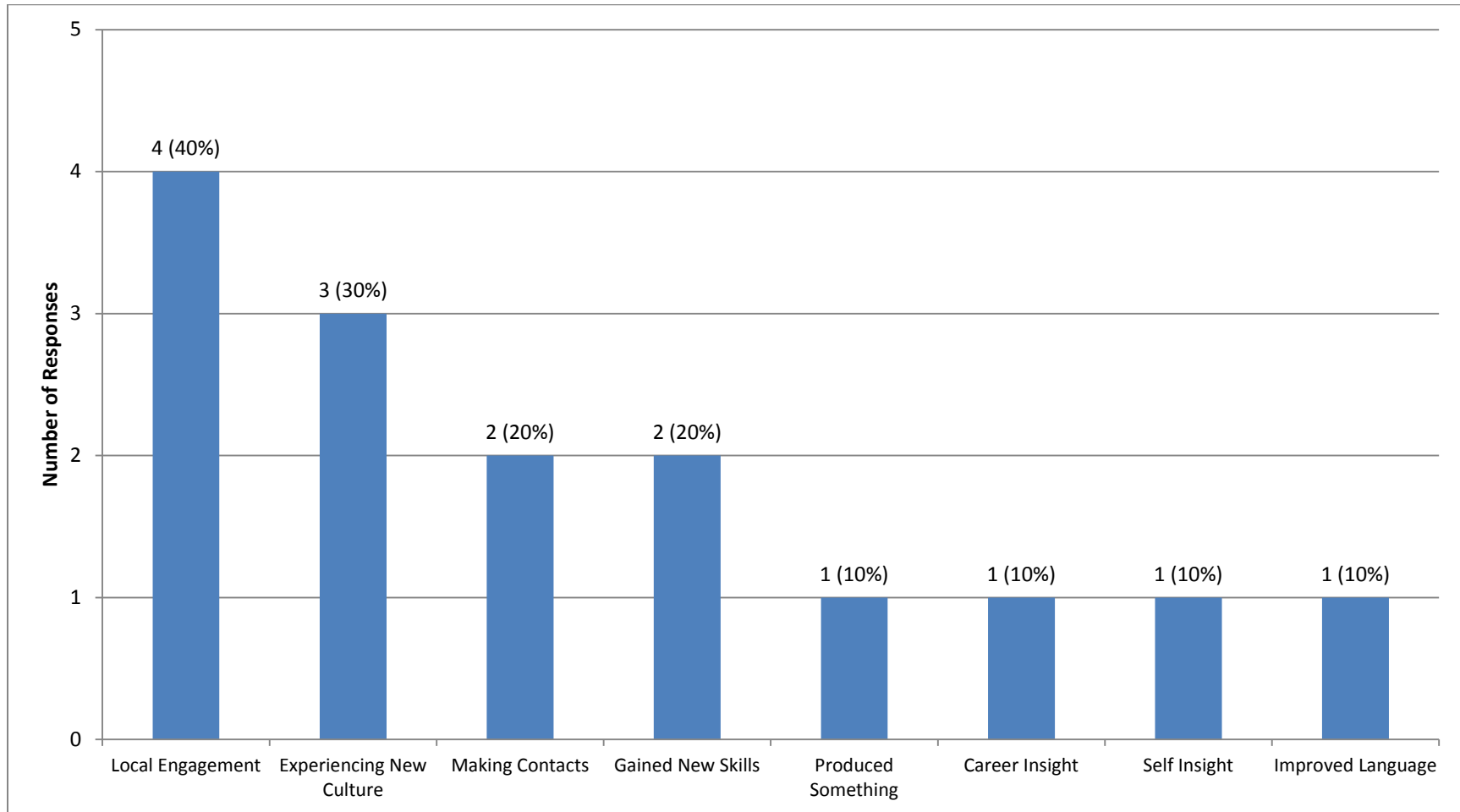
The best result(s) of my experience was (were):

CIPE Assessment Report 2011-2012 - Chart 21

Independent, Funded Experiences** (Total Respondents = 10)

Percentage Values Indicated for Total Respondents Within Each Answer Category

NOTE - *Student answers from this open-ended question were coded into the following answer categories*:
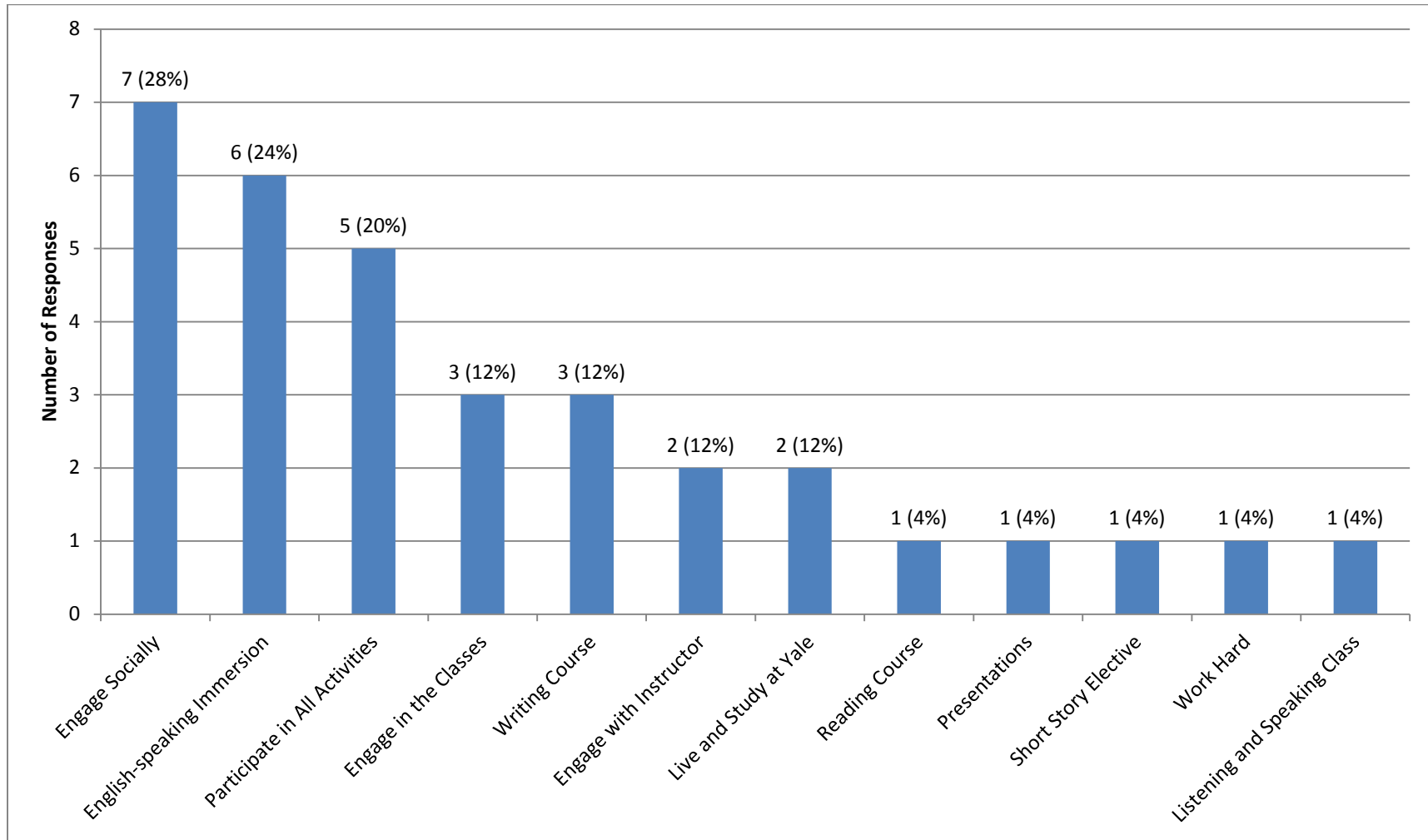

**See Chart 20 Above.

The most helpful step(s) I took to help me achieve my goals was (were):

CIPE Assessment Report 2011-2012 - Chart 22

English Language Institute - New Haven (Total Respondents = 25)

Percentage Values Indicated for Total Respondents Within Each Answer Category

NOTE - *Student answers from this open-ended question were coded into the following answer categories*:

Bar chart — Number of Responses:
- Engage Socially: 7 (28%)
- English-speaking Immersion: 6 (24%)
- Participate in All Activities: 5 (20%)
- Engage in the Classes: 3 (12%)
- Writing Course: 3 (12%)
- Engage with Instructor: 2 (12%)
- Live and Study at Yale: 2 (12%)
- Reading Course: 1 (4%)
- Presentations: 1 (4%)
- Short Story Elective: 1 (4%)
- Work Hard: 1 (4%)
- Listening and Speaking Class: 1 (4%)

The next step(s) I plan to take toward building upon this experience is (are):

CIPE Assessment Report 2011-2012 - Chart 23

English Language Institute - New Haven (Total Respondents = 24)

Percentage Values Indicated for Total Respondents Within Each Answer Category

NOTE - *Student answers from this open-ended question were coded into the following answer categories:*