

4-1-2009

# Project Management and Program Evaluation for Study Abroad Program Evaluation

Hongchun Lin

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## Recommended Citation

Lin, Hongchun, "Project Management and Program Evaluation for Study Abroad Program Evaluation" (2009). *Dissertations, Theses and Capstone Projects*. Paper 22.

**Project Management and Program Evaluation  
for Study Abroad Program Evaluation**

Hongchun Lin

An Internship paper

Submitted in Partial Fulfillment

Of the Requirements for the

**Master of Public Administration**

**Kennesaw State University**

April 30<sup>th</sup> 2009

## **The Executive Summary**

The purpose of this paper is to report on my internship experience at the Office of International Services and Programs (OISP) of the Kennesaw State University (KSU) based on the Public Administration theories. The author did his internship from January to April, 2009. This paper is divided into two sections: the first part provides an in-depth description of the OISP, and the second part details my internship assignments and experience.

The internship report first provides a general introduction to the Office of International Services and Programs (OISP) in terms of its history, purpose, principal functions and its productivity. From the report, it is known that the internationalization is becoming KSU's first priority. In the past ten years, both the students and faculty body have been experiencing a fast growth especially as the establishment of OISP within the Institute for Global Initiative.

Additionally, the organizational framework of OISP and staff duty is discussed. Five categories of stakeholders from top management level to external level jointly work on the success of internationalization, ensuring the quality of programs. The author also discusses the leadership style in OISP and his internship experience. At the end of the first part, the author analyzes the prospect of OISP in terms of challenges, opportunities and expectations.

In the second part of the report, the author selects Study Abroad Programs (SA Programs) as analysis target. Based on the documents and procedures experienced in the program, the author divided the process of SA Programs into eight steps: faculty application and renewal, website and application, promotion and consultation, student application and payment, conformation and student orientation, Class and other departure material preparation, implementation abroad, and reconciliation & evaluation. In evaluating the eight steps, theories from the books *Practical Program Evaluations*, (Gerald Andrews Emison, 2007) and *MBA*

*Fundamentals—Program Management* (Vijay, Kanabar; Roger, D.H. Warburton, 2008) are applied in analyzing the process. Besides, documents from the OISP, Comprehensive Program Review Self-study for the International Center (2003) and KSU Internationalization Review & Strategic Plan (2004) are also the valuable references for the report. Meanwhile, the data and information from website and interviewing with the OISP staff are useful as well. The author analyzes the eight steps into the process of five stages which is well known in project management: initiating, planning, executing, monitoring and controlling, and closing. Components of project such as time management, cost management, quality management, human resources management, communications management and risk management are also discussed.

After the discussion above, the author finds that internationalization and SA Program is very systematic in KSU. The well-organized instructions and documents for staff and students, the teamwork and smooth communication from staff in OISP, admission office, program director, academic colleges and other stakeholder jointly provide desirable services to applicants into the program which turn out a fruitful result.

The program survey and evaluation were also conducted for program directors and students via hard questionnaires and on-line survey which indicated OISP's scientific management style.

For Chinese high educational institutions, they should learn the advanced practice in Study Abroad from four major parts include strategy, policy, environment, and service to adapt Chinese educational situation.

Although KSU face a situation of international crises since 2008 and growing competitive neighbors, Quality Enhancement Plan, the international collaboration, increase student global unions, and other collaboration will promise KSU a bright future.

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## The Office of International Services and Programs

The purpose of this paper is to report on my internship experience at the Office of International Services and Programs (OISP) of the Kennesaw State University (KSU). I did my internship from January to April, 2009. This paper is divided into two sections: the first part provides an in-depth description of the OISP, and the second part details my internship assignments and experience.

### The Introduction of the Office of International Services and Programs

Serving KSU and Georgia since 1988, the OISP is at the heart of KSU's global education. The OISP promotes international and cross-cultural understanding, both on the KSU campus and in the communities it serves. KSU believes such international understanding is vital to student and community success in an increasingly global marketplace.

The OISP enhances international education by working collaboratively with a wide range of academic departments, student groups, and community organizations. Through its activities, the OISP expands teaching and learning on international subjects at the university.

The OISP mobilizes the university's resources to internationalize the campus, and it facilitates greater involvement of skilled community groups and individuals in building a model for international educational program at KSU<sup>1</sup>.

### The Establishment of OISP and Its History

The OISP was given its current name in 2003, having existed since 1988 as the Office of International Program. In 1998, the OISP was known as the International Center.

#### **Purpose of the OISP**

The purpose of the OISP is to promote international education on the KSU campus and the

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<sup>1</sup> The information accessed from <http://www.kennesaw.edu/globalinstitute/oisp/about.htm>

communities the OISP serves. On campus the OISP seeks to encourage and assist faculty, staff and students to participate in international programs. The OISP uses the university's resources to help KSU become more internationalized, and, in turn, it facilitates greater involvement of skilled community groups and individuals to build a model of international education program at KSU. The OISP believes cross-cultural knowledge, skills and understanding are important and useful to student and community success in an increasingly global marketplace.

### Importance of the OISP to KSU

The OISP is an important arm for an internationalized KSU. Among the strategic directions adopted by the University System of Georgia (USG) Board of Regents in 1995 was a commitment to

(1) Support a world-class, diverse faculty with opportunities for their international development

(2) Encourage integrative and comprehensive internationalization strategies for preparing its students for a global society

(3) Develop its international programs through inter-unit collaborations and technological innovations that maximize economies of scale<sup>2</sup>.

In 2002, the USG adopted a new and more concise "Vision, Mission and Goals Statement." The statement emphasized the requirement to prepare Georgians for a global society, and pledged the University System would contribute to this goal by "improving continuously the quality of its ... international opportunities." The role of the OISP is to keep attention focused on these USG strategic goals and to propose, encourage and facilitate programs designed to fulfill them.

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<sup>2</sup> Comprehensive Program Review Self-study for the International Center, 2003, p4

Another role of KSU's mission statement is to emphasize the importance of fostering global and multicultural perspectives, promoting internationalized and connected learning, and supporting a diverse faculty, staff and student body who represent the ideals of an open, democratic and global society. OISP has been working and servicing for this objective.

### Principal Functions/Key Projects of the OISP

The OISP is responsible for services and programs for faculty, staff and students.

Within the KSU campus community, the OISP coordinates the International Student Services Group from the office of Admissions, the Registrar, Student Success, University Studies, Student Financial Aid, Administrative Computing and the Office of Business. It also coordinates and administers study abroad programs and international exchanges, including mandatory health insurance and visas. Additionally, it provides advice and assistance for the internationalization of faculty through promotion of international seminars and study abroad instructional opportunities. Furthermore, the OISP promotes the internationalization of KSU's curriculum.

The OISP's most impressive external service has been within the context of the various international education councils and committees of the USG. In many areas of international education, a single institution lacks the critical mass of interested faculty or students to mount programs. Collaborative, multi-institutional efforts are vital. KSU has been a leader in this enterprise.

### OISP's Overall Productivity

The OISP's productivity for the past ten years has been very strong.<sup>3</sup> KSU student participation in study abroad has increased, to over 300 per year. During the spring and summer of 2008, 453 Kennesaw students participated in Study Abroad Program (SA Program), compared

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<sup>3</sup> *Comprehensive Program Review Self-study for the International Center, 2003, p15*



to ninety-six in 1998. Faculty participation in study abroad increased sharply during this period, from eight KSU faculties serving as instructors or directors to forty. Faculty involvement in study abroad has increased five times in number than what is used to be. Faculty participation in University System internationalization seminars is higher in the state. Faculty resource groups organized by the OISP have effectively encouraged curricular enhancement, particularly relating to less commonly studied regions like Africa and Asia. Community impact is also substantial. Attendance at community-oriented programs like the Year of Italy, and the Year of Mexico, averages 1,500 per year. The Annual Country Study Program (ACSP) has also been successful.

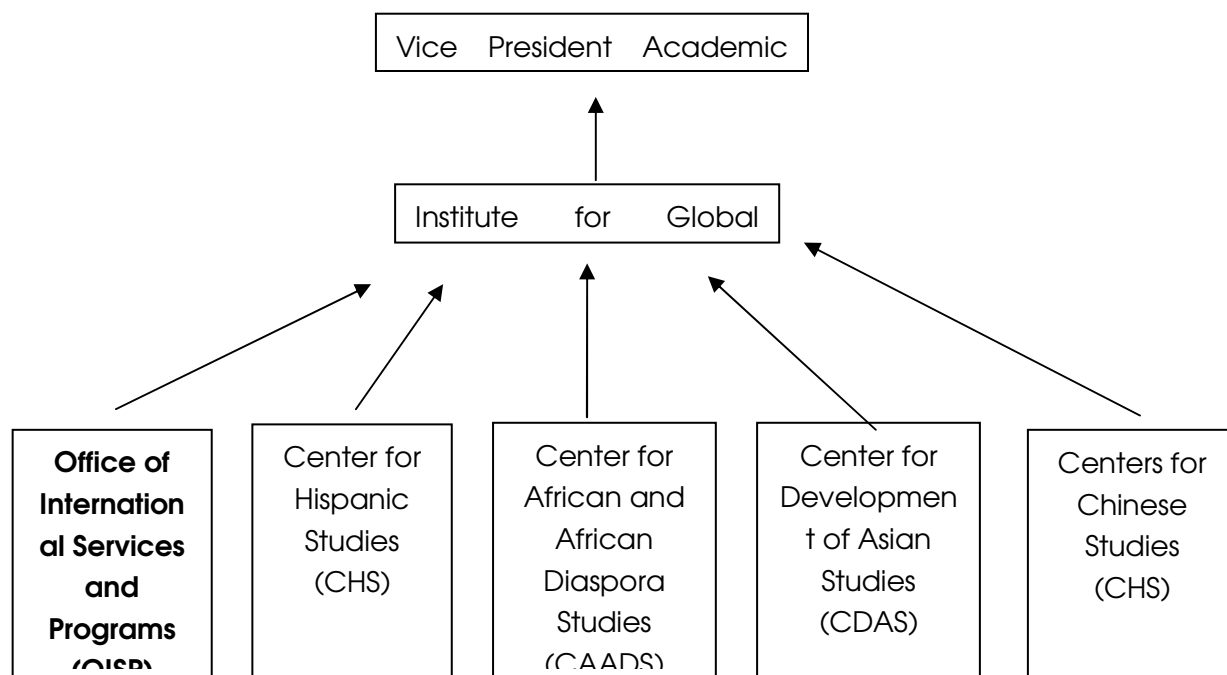
All the events in ACSP are free and open to the public. The program provides valuable networking opportunities between KSU and the international communities of North Georgia. Each year, the advisory committee for the program establishes a valuable working relationship with consular officials, business leaders, and expatriates from the country under study. The OISP also works with local school districts to provide professional development opportunities and staff development for teachers.

Consistent with its stated mission, the OISP has supported a dramatic increase in international activity at KSU. Obviously, many elements besides the work of the OISP made this increase possible. The University's rapid growth, the internationalization of Georgia, and the realization across the society that a global society is here to stay, all made important contributions to these successes. Still, the impressive increase in international activity could scarcely have occurred without the encouragement, entrepreneurship and administrative support of the OISP.

## The organizational Framework of OISP

The OISP is affiliated with the Institute for Global Initiatives (IGI), which is an organization that enable student to understand world cultures and events, analyze global systems, appreciate cultural differences, and apply this knowledge and appreciation to their lives as citizens and workers. <sup>4</sup>

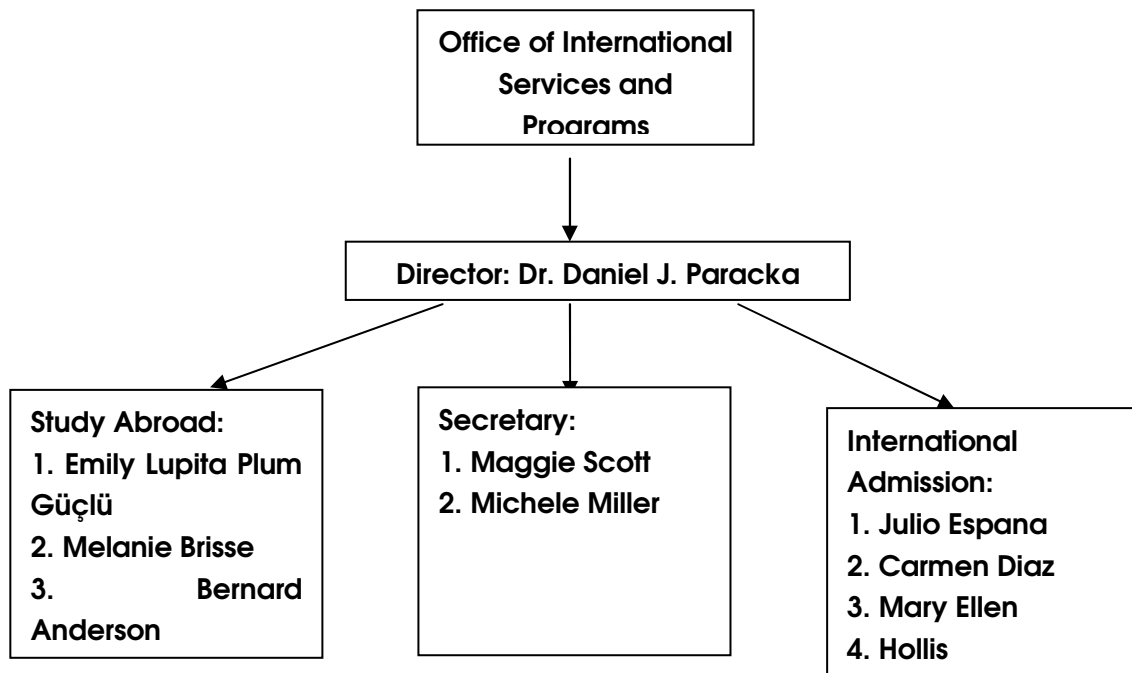
To achieve this goal, the Institute has two arms that reinforce each other. These are the service and academic program arms. Currently, the organizational structure identifies the OISP as primarily the service arm, and the various regional centers as the academic arm (please refer to Figures 1 and 2 below).



**Figure 1: Structure of KSU Internationalization**

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<sup>4</sup> The information accessed from <http://www.kennesaw.edu/getglobal/definition.shtml>



**Figure 2: Personnel Framework of OISP**

### Description of Job Title and their work scope

Director: Dr. Paracka. He is in charge of and supervises all affairs of OISP.

Study Abroad Advisor: Emily Lupita Plum Güçlü, Bernard Anderson, and Melanie Brisse.

The advisors are responsible for the SA Program. They recruit and advise students and faculty about study abroad, give orientation to both faculty and students, and maintain and update marketing and application materials. They also monitor and support the process of the SA Program. This position reports directly to the Director of OISP and works closely with faculty, departments and schools. Every advisor is in charge of several programs.

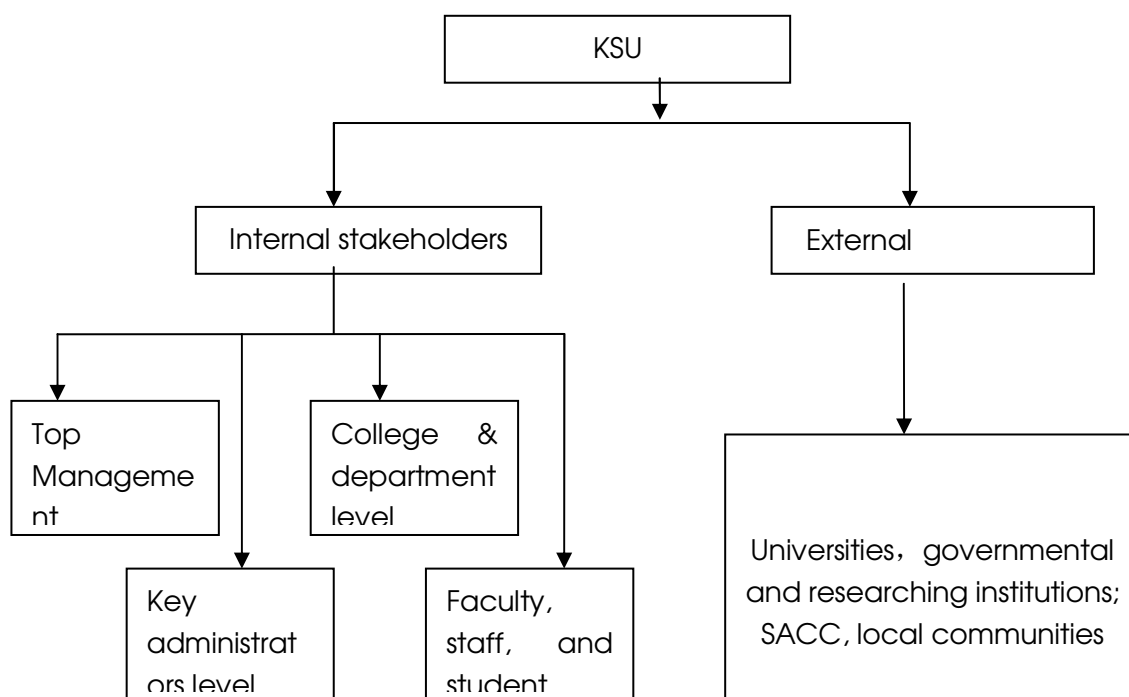
Study Abroad Administrative Associate: Sheila McGrath. She is responsible for Program application and payment processing, Annual Study Abroad Fair, general study abroad questions, contact for invoicing, New Study Abroad Account processing, International Student Identification Cards (ISIC) for travelers, questions regarding payment amounts, deadlines, and refunds, requests for Authority to travel, travel expense statements, and reconciliations.

Secretary: Maggie Scott and Michele Miller. Maggie works with faculty, staff and students on international student program issues. She also coordinates and processes immigration papers for faculty and staff. Michele serves the IGI and three of its Centers: Center for the Development of Asian Studies (CDAS), China Research Center (CRC), and the proposed Center for African and African Diaspora Studies (CAADS). She provides consultation for international students' question for immigration.

International Admission Employee: Julio Espana, Carmen Diaz, Mary Ellen and Hollis. They manage undergraduate, graduate, and transfer admission of international students, and develop innovative plans for recruitment and admission of academically talented and qualified international students.

### Stakeholders in OISP

Stakeholders involved in KSU's internationalization can be categorized into external and internal according to their direction of influence (please refer to Figure 3 below).



**Figure 3: Stakeholders of KSU's Internationalization**

## Internal Stakeholders

### (1) Top management Level

Members at the top management level are responsible for the success of all aspects of KSU's internationalization; they include the President, the Provost, the President's Cabinet, and the Director of Cabinet Strategic Projects.

### (2) Key Administrators level

Members of this team are responsible for the Success of Improving Curricular and Co-Curricular Global Learning; they include the Provost & the Vice President for Student Success, the Associate Vice President for Academic Affairs, the Executive Director of the IGI, the Global Learning Coordinating Council Members, and the Global Learning Coordinating Council's Executive Committee.

### (3) College or Department Levels

Members at this level deal with program implementation, communication in support services, education abroad, international partnership agreements, faculty/staff development, collaborative research and scholarship, global competence certification, and intercultural engagement,<sup>5</sup> including the IGI, Deans and their Colleges/Divisions, and Chairs/Directors and their Departments.

(4) KSU's faculty, staff, students and transient students who are in other universities taking part in the program are considered the fourth layer of stakeholders.

## External Stakeholders

In the context of external stakeholders, there are other universities (foreign and US-based)

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<sup>5</sup> The information accessed from <http://www.kennesaw.edu/getglobal/>

and governmental and researching institutions abroad; as well as the Southern Association's Commission on Colleges, and local communities.

### Leadership style in OISP

As an administrative department under the IGI, administrators and leaders are required to communicate with students, program directors, academic college administrators, and staff from Admissions Office, Bursar Office, and others relevant to student affairs. The director of OISP Dr Paracka provides a system of communication, promotes the securing of essential efforts, and formulates and defines the purposes and goals of the organization through his charisma, expertise, legitimate influence and functions rather than coercion and rewards.

Dr Paracka is energetic leader who is always keeping busy. One of his striking characteristics is his open and easy-going personality. He demonstrates a family-friendly style within the department. Dr Paracka seldom shows his power but it is often seen that he goes into subordinates' office to delegate the duty. Externally, he gets along quite well with directors and staff in other departments and he is always smiling.

Meanwhile, from the procedures experienced in SA Program, Dr Paracka is a very good project manager; he is competent in budgeting control and management, program evaluation, human resources management, risk prevention and minimization, and communication. Furthermore, he is politically savvy and also possesses project relevant knowledge such as project expertise, economics, law, and interpersonal skills.

### Internship Experience in OISP

Li Li, another intern and I started our internship in the OIPS in January 2009. We spent more than 300 hours within OISP in familiarizing with the organization, the SA Programs

application, data collection, SA Programs, job description and other administrative affairs.

During the first week, we talked with our supervisor Daniel Paracka, the Director of OISP, and other staff in the department to gain access to their work scopes of each position, involving activities, the framework and the ways they carry out the work.

During the second week, we helped Angela, who is in charge of the Study Abroad Application, to collect, refresh and summarize the data. During that time frame, we also learned the process of how to deal with the applications in the SA Program, how to communicate with applicants, and how to send feedback to program directors and program advisors.

In the third week, we worked with SA Program advisor Melanie Brisse to familiarize ourselves with the processes of the program, and how to carry out a program from the advisor's perspective. Through approximately one month of internship experience in OISP, we were more knowledgeable about Personnel framework and activities involved in OISP. We started to carry out program evaluation in the following weeks.

We were then given some data on SurveyMonkey to analyze. We reviewed the questions put forward in the questionnaire and sent feedback to the program directors.

In order to ensure the quality of the program evaluation and provide more scientific support for program evaluation, we selected the books *Practical Program Evaluations* (Gerald Andrews Emison) and *MBA Fundamentals—Program Management* (Vijay, Kanabar; Roger, D.H. Warburton). We analyzed Program evaluation step by step in the SA Program. And some successful experiences in SA Programs were drawn upon for conclusion.

From March 1, we began our other major work, via analyzing job description for four categories of jobs in OISP. At the beginning, we read the books *The Job Description Handbook* (Margie Mader-Clark) and *The Handbook of Model Job Description* (Barry Cushway). We did

the job descriptions questionnaires based on these books. We reviewed the information about job position, and then did planning for the job description. We interviewed the ten members of the staff in the OISP, and designed the job description questionnaire based on each position. After we had collected enough information, we organized and improved data to make a job guideline for the OISP.

Besides the work mentioned above, we also helped OISP with other administrative affairs such as Bunce Island Meeting for Teacher's Workshop Program in OIPS.

### Prospects of OISP

In the past 20 years, the minority student population has grown ten times in its number, and now there are approximately 2000 students from more than 130 countries, which made KSU earn a name as one of eight national leaders during the past several years to participate in the Global Learning Initiatives. KSU students, faculty and staff are being encouraged to "Get Global." In the future, it is believed that KSU's internationalization will face both challenges and opportunities.

### Challenges

#### (1) Economic Crises

In the second half of 2008, the world has been overwhelmed by serious destruction of economic problems. As the biggest economy in the world, America was reported to be facing a critical time like the Depression of the 1930s. Based on the experience that occurred in post-911 terrorist attacks which caused a decline in the student recruitment of SA Program in the years 2002, 2003 and 2004, it could be predicted that there would be a decrease in the number of students participating in the Get-Global and SA Program.



## (2) Competitive Neighbors

Besides severe global economies, KSU will also face competition within the community in the future. Some institutions are aware of the importance of internationalization. As far as I know, Southern Polytechnic State University has a fast growing population of international exchange students in 2008.

## Opportunities and Expectations

However, internationalization programs at KSU will continue to grow. In its continuing efforts to reaffirm accreditation for the next 10 years with the Southern Association's Commission on Colleges, Kennesaw State launched in 2007 a Quality Enhancement Plan (QEP) with a focus on global learning. "The purpose of the QEP is to make certain that global learning rises to the top tier of the university's educational priorities and outcomes," said EdRugg, Director of the Center for Institutional Effectiveness.<sup>6</sup>

### (1) QEP in KSU

Based on the QEP, over the next five years, there will be a focus on providing more visibility to KSU's current global learning opportunities and increasing opportunities for students, faculty, staff, and administrators. Therefore, the budget and scholarship within KSU, local communities, state and federal level will be improved.

### (2) International Collaboration

International collaboration will be strengthened in the next ten years. US higher education is one of the most advanced education systems in the world; English is the universal language in the world. To be a new channel to students and KSU development, the collaboration with universities and governmental and research institutions will be extended.

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<sup>6</sup> The information accessed from <http://www.kennesaw.edu/getglobal/>

### (3) More Student Unions Services

More Student Unions Services on campus will be established for the growing body of foreign students. Since more and more foreign students are joining the KSU family, it can be assumed that a number of culture-oriented centers and organizations will be established to provide a better service for special groups. This will create a diverse and harmonious atmosphere among them.

### (4) Enlarged Universities Cooperation within Georgia

When conducting the SA Program, some of the programs were cancelled because of low participation. Therefore, cooperation between and among universities will become common practice, and this will also promote optimal resource utilization.

## Study Abroad Program Evaluation

### General Introduction of Study Abroad Programs

According to the Executive Director of the Office of International Education of the University System, KSU is described as “second to none in leadership and participation in the University System’s international program.” In general, KSU has been witnessing continuing growth over the past 20 years since the Office of International Programs was first established.

### Student Participation Situation in Study Abroad Programs

As can be seen in Table 1, in 1999, SA Program grew to more than 200. As compared with 1999, there is more than 1.1 times increase in 2008, which indicates a quick development in SA Program. In the past 10 years, the SA Program has experienced ups and downs which can be divided into three major periods.

**Table 1: Study Abroad Program Participation Increase in KSU**

<b>Year</b>	<b>Student</b>	<b>Increase number (compared with previous year)</b>	<b>Increase rate (compared with previous year)</b>
<b>1999</b>	<b>216</b>	--	---
<b>2000</b>	<b>227</b>	11	5.09%
<b>2001</b>	<b>264</b>	37	16.30%
<b>2002</b>	<b>264</b>	0	0
<b>2003</b>	<b>258</b>	6	-2.27%
<b>2004</b>	<b>256</b>	2	-0.78%
<b>2005</b>	<b>274</b>	18	7.03%
<b>2006</b>	<b>333</b>	59	21.53%
<b>2007</b>	<b>351</b>	18	5.41%
<b>2008</b>	<b>453</b>	102	29.06%

During the first period from 1999 to 2001, the SA Program experienced a relatively mild growth in number, 11 and 37 respectively. However, the September 11 terrorist attack caused a deterioration in students' confidence in participating in SA Program, resulting in a slight decline in the second period from 2001 to 2004 with a respective decline rate of 0%, -2.27% and -0.78%. The reorganization of the IGI and the expansion in co-operative programs resulted in a drastic increase in the following years, with an increase of 29.06% in 2008.

### **Student and faculty distribution in Study Abroad Programs**

According to the data collected from the OISP (please refer to Table 2), it can be seen that the Coles College of Business (CCB) and College of Humanities & Social Sciences (HSS) took the lead in recruiting the students in SA Program in the past 10 years. Even though students from CCB gradually dropped in the 9 years from 1999 to 2007, a new encouraging turning point took

place in 2008, when more than twice as many students enrolled in the Program as compared to the 2007 number. Meanwhile, there was an overall increase in program participation for HSS, though this was intervened with two slight declines in 2003 and 2004. The HSS suffered another unexpected decrease in 2008, while all the other five academic colleges met with an increase. However, students from CCB and HSS still comprise two-thirds of students participating in SA Programs. It can also be seen that other colleges are aware of the importance of internationalization, taking measures in broadening Study Abroad service.

**Table 2: Study Abroad Participation by College (Data collected From OISP)**

COLLEGE	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
<b>Coles College Of Business</b>										
STUDENTS	139	125	127	116	110	125	99	94	73	153
FACULTY	4	1	2	2	2	5	2	3	3	6
<b>Health &amp; Human Services</b>										
STUDENTS	13	15	30	9	21	11	18	15	7	45
FACULTY	3	4	3	1	2	1	2	2	1	5
<b>College of the Arts</b>										
STUDENTS				6	16	10	3	18	5	20
FACULTY	2	1	1	1	3	3	2	2	3	2
<b>Bagwell College of Education</b>										
STUDENTS				6	6	5	7	5	8	24
FACULTY						1	1	1	1	1
<b>Humanities &amp; Social Sciences</b>										
STUDENTS	64	87	104	127	105	103	142	199	229	149
FACULTY	5	10	13	8	9	8	12	16	19	18
<b>Science &amp; Math</b>										
STUDENTS						2	5	7	29	62
FACULTY						1	1	2	5	8
<b>Total Students</b>	<b>216</b>	<b>227</b>	<b>264</b>	<b>264</b>	<b>258</b>	<b>256</b>	<b>274</b>	<b>333</b>	<b>351</b>	<b>453</b>
<b>Total Faculty</b>	<b>14</b>	<b>16</b>	<b>19</b>	<b>12</b>	<b>14</b>	<b>19</b>	<b>20</b>	<b>26</b>	<b>32</b>	<b>40</b>

Likewise, program directors involved in study abroad are also increasing in number almost three times from 1999 to 2008), and faculty from HSS constantly host the program. In the year

2008, KSU offered more than 40 dynamic SA Programs in over 27 countries worldwide.<sup>7</sup>

With regard to countries categorized into different continents, there are 17 programs from Europe, 10 from South America, 11 from Asia, 3 from Africa, 3 from South America, and 1 from Oceania. China has 7 programs.

By academic college, HSS takes the lead by sponsoring twenty programs, while CCB, Bagwell College of Education (BCE), College of Science and Mathematics (CSM), College of the Arts (CA) and WellStar College of Health and Human Services (WCHHS) hold eight, four, seven, eight and four programs respectively. Further, some programs of London, England European Council are jointly sponsored by HSS and CA, which are inevitably over-calculated.

### Goals of Study Abroad Program Evaluation

Through evaluation, the OISP Identifies strengths and weaknesses in the processes of approval process, student application process, invoice/program payment process, and course registration process involved in SA Program. It is helpful to smooth the communication and coordination among OISP staff, program director, academic colleges, Admission Office, Bursar's Office and other administrative departments, which promotes the effectiveness of program implementation and eliminates the human resources, material supply, budget and other resource wastes. Furthermore, the evaluation provides a better guideline for the Director to carry out the program and eliminate risks and ensures the quality of the program.

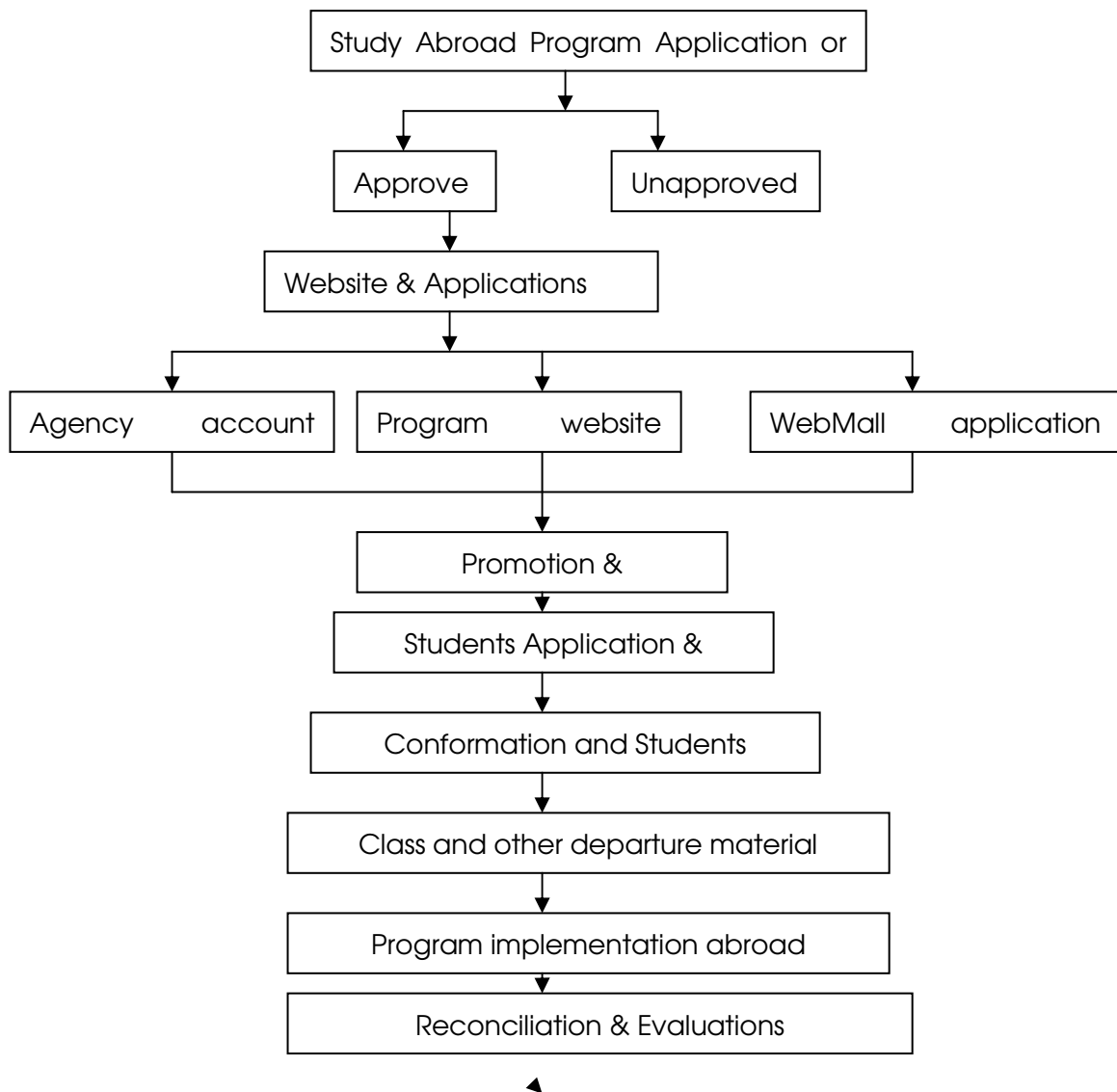
### The Process of Implementing Study Program and Analysis

The process of implementing SA Program (please refer to Figure 4) is based on *the SA Program Approval Form, Program Renewal Form* and *Study Abroad Step by Step Faculty*

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<sup>7</sup> The data collected from <http://www.kennesaw.edu/studyabroad/programs.html>

Manual.<sup>8</sup> This is a good and applicable process for both program directors and participating students which is divided into eight main steps.



**Figure 4: Process of Study Program Implementation**

### Step 1: Study Abroad Program Application or Renewal

At the outset of a program, faculty from six colleges are responsible for creating a new program or resuming an existing program. When a potential program director is interested in this, he/ she is entitled to ask for help from OISP, and usually the form Study Abroad Program

<sup>8</sup> The Manu accessed from: <http://www.kennesaw.edu/studyabroad/facultyresourcessecure.html>

Approval Form (see Appendix A) is required to be filled out in terms of proposed program dates, personal information, title and overview of the program, and an analysis of reasons for development of the program. Information is also provided with regard to the courses intended to be offered in the program, the syllabus for every course, planning budget for both the domestic and abroad components including staff compensation, experience or familiarity with the country/region in which the program is to be taken, expected measures to be taken for safety and security, as well as the schedule of class abroad.

The procedure listed above can be identified as the initiating and planning phase in the class *Program Evaluation & Project Management*. According to the textbook *MBA Fundamentals—Program Management* (Vijay, Kanabar; Roger, D.H. Warburton), the initiation stage determines the nature and scope of the project. A cohesive plan should be developed in terms of analyzing the needs in measurable goals, reviewing of the current operations, having a conceptual design of the operation of the final product, having a financial analysis of the costs and benefits, and developing the project charter including costs, tasks, deliverables and schedules. In the planning phase, the project director should satisfy the project sponsor end user, and business requirements, make sure project meet quality standards, and achieve the goals within time and budget constrains.<sup>9</sup> From the procedures experienced in Study Abroad Program application or renewal, it can be concluded that the OISP fully considers the factors involved in SA program by providing the scope statement of the program and illustrating its planning and competence in time management, cost management, quality management, human resources management, communications management and risk management. It is also the responsibility of the OISP and other superior departments to decide whether the proposed program would be

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<sup>9</sup> Vijay, Kanabar; Roger, D.H. Warburton, *MBA Fundamentals—Program Management*, p41-59

approved.

Scope of the program is crucial in getting approval. The OISP requires the SA program director to consider country history, cultural attraction, abroad school reputation abroad, and class acceptance while selecting a program. The director is expected to explain how the program supports KSU's mission and the department's goals. The director also has to provide academic ground for feasibility analysis. A program in a country which is not well-known and with unpopular courses is inclined to fail in implementation. Furthermore, a program breakdown is required to control the scope.

Budget management planning is another crucial step in program approval. The budget is always highlighted from the outset of the application process to the very end period of reconciliation & evaluation. The OISP provides a desirable budget form to every program application director, which consists of individual student expenses and shared administrative costs. The breakdown of airfare, local transportation, lodging, meals, admission, insurance and miscellaneous fees is specified. Since salary of personnel is paid from tuition and program revenue paid by students participating in the program, the OISP is more in favor of the program with a medium tuition fee and program fee which is more acceptable for students.

The time management planning in the SA program mainly refers to the schedule of the whole program, especially the academic hours spent in studying, researching, visiting and cultural tourism. From the procedures in Figure 4, it can be seen in application period that the OISP provides sufficient time for student which promote student recruitment. Second, a syllabus for courses is required in the submitted form. The duration of activities should be estimated such that they can be easily achieved.

Quality management planning is an integrated process for a program director to deliver the



academic, cultural, and global requirements on schedule and within the allocated budget.

Although KSU is a public sector in Georgia, in today's market-driven, competitive society, quality is essential to attract continuous participation in the program. Therefore, The OISP is committed to SA program quality and makes use of resources at hand to support excellence in quality management. In the program application period, the OISP suggests that the Director and staff jointly make effort in identifying and solving possible problems and in eliminating and promoting the safety and security of the program.

Risk management planning is another angle to ensure quality in program. From my point of view, it is suggested that before the program is approved, the risks in environmental factors and organizational process assets be filtered out, which can later be qualitatively classified into 4 categories in terms of possibility (P) and risk consequences (C): High P & High C, High P & Low C, Low P & High C and Low P & Low C.<sup>10</sup> Quantitative risk is assessed in further analysis. Finally, techniques to deal with the risks are suggested such as avoidance, transference, mitigation, and acceptance or sharing.

Human resources management planning plays an important role in SA program, especially in a program jointly sponsored by two or more academic colleges or departments. In this context, the OISP is effective in human resources distribution. The staff is well-equipped to support and communicate with the stakeholders in SA program. The OISP staff is more careful when they deal with fresh program director who requires for more time, energy and basic training for them.

Since the OISP and superior department directors are so familiar with program characteristics and the current situation at KSU, they may not fully analyze in terms of the criteria listed above, but may depend on their professional judgment to decide on the worth of

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<sup>10</sup> Vijay, Kanabar; Roger, D.H. Warburton, *MBA Fundamentals—Program Management*, p186

the proposed programs. However, the better conformity with the criteria, the greater the possibility for approval of the programs.

As compared with the detailed descriptions and procedures required for first time application, *Renewal approval program* is more concise. However, information is required on the director, title, and dates of program, courses involved, budget salary and safety and security precautions. Signatures are also needed from OISP and the academic college sponsor, Chief Business Officer, Chief Academic Officer and president.

Since the information in the application form is so scientifically designed from time, cost, quality, human resources perspective, if the director complies with the requirement of the form, most of program will be approved.

## Step 2: Website and Applications

After formal approvals have been secured from the superior departments, the following activities are expected to be carried out as soon as possible in the phase of website and application. There are program agency account creation, program introduction in the website, WebMall application creation, and education abroad cost form creation. Furthermore, the OISP assigns SA course numbers, equivalencies, and Computer numbers for registration (please refer to Appendix B)

This step involves communication and coordination among multiple departments (for example the Bursar's office, the OISP, the IT office and the academic departments). As compared with the program undertaken in China, some modern technologies are commonly applied in the program such as program creation on the internet which provides a wide coverage for student study abroad options and will help to promote awareness of the programs. Furthermore, WebMall connected with student application is also a convenient means to collect the dynamic

data, avoid man-made discrepancies and eliminate risks while receiving program fees and tuition.

### Step 3: Promotion and Consultation

During this stage, OISP devotes a huge amount of time and energy to promotion and consultation. Wide coverage becomes the core of promotion. Internet is a fundamental channel for program promotion and consultation. The information on program introduction, application procedures, financial aid and scholarship, frequently asked questions are available for student, faculty, staff and participators outside KSU.<sup>11</sup>

On-site promotion is another effective way to publish information for KSU student. Normally, promotion sites are arranged in the Social Sciences Building or the Student Center, and a great number of students come to inquire and get flyers. Booklets on program introduction and flyers are distributed to students. Also, a student who has questions or potential participators are suggested to fill out a form, providing information such as their name, major, grade, contact number, E-mail address, interest country and interest program. Later, the staff or a student assistant in OISP will make effort to email the students, providing more information and encouraging them to join the program. For the students, one of the major concerns is program expense for the SA program.

Invited presentation in the class hour is another way to introduce the SA Program to students, in which working staff or the student assistant provides a brief introduction and answers the students' questions.

### Step 4: Students Application and Payment

When the student decides to participate in a study program, several steps are available to

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<sup>11</sup> The information accessed from <http://www.kennesaw.edu/studyabroad/faq.html>

assist them filling the application.<sup>12</sup> Those steps include: (1) review the interested program, (2) Complete and submit the application form (3) officially confirm the application by correspondence from OISP.

For transient students, that is, students from other universities or colleges, an official transient letter from applicant's home campus registrar should be submitted to the study abroad advisor to prove their good academic standing.

From the perspective of program evaluation, the OISP staff fully understands what the interests of their clients are. The staff also fully considers the possible problems in the application. In terms of monetary and data perspective, operational and applicable procedures are provided to clients. This process is designed for students who wish to receive financial aid. The students need complete a FASFA and all KSU students in good standing who apply for an approved KSU SA Program will automatically be entered for a Global Learning Scholarship.

During the period of internship, the observers are aware that anything they deal with can be analyzed into the management context with standardized form. Smooth communication skill is emphasized among program advisors, program directors, the bursar office and students.

### Step 5: Confirmation and Students Orientation

When the application form is submitted to WebMall and relevant fees have been paid, the electronic information about applicant will be automatically created. Periodically, a list of student participants will be sent to Program Directors as it is updated by Angela, who is in charge of program application. This is to ensure that the program directors constantly supervise the trends of program, and what actions need to be taken next.

Two months before departure, Mandatory Orientation Meetings among student applicants,

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<sup>12</sup> The information accessed from <http://www.kennesaw.edu/studyabroad/apply.html>

program directors, and program advisors are conducted. Orientation packets are distributed in the meeting, including Student Statement of Responsibility, Student Consent Form to Release Information, Code of Conduct, Emergency Contacts, and Flight Itinerary & Syllabi. These forms are made available on the OISP website.<sup>13</sup> Students assess final program fee and final student payments are due by the deadline set by the program director and Study Abroad advisor.

Mandatory orientation meetings provide an important opportunity to assess the number of participants in the program. It shows commitment of OISP to guide the students on the issues and requirements of the program. Students prepare all the travel needs, visa, daily expense material and study requirement. Students are welcome and invited to ask any questions related to the program. Some of questions will be answered on site, while other special and critical ones will be analyzed based on facts and sources. From the perspective of program evaluation, it is a well-designed orientation with detailed forms and outlines, active listening to the students, reasonable analysis and quick feedbacks.

### **Step 6: Class and Other Departure Material Preparation**

According to OISP, activities should be carried out according to schedule for both the program director and the students which include forms and payment completion, and classroom preparation. For form and payment, faculty's travel authorization forms should be submitted for approval; flight dates should be finalized and the ticket purchased; salary estimates are submitted by the faculty to Deans and Chairs and V.P. for Academic Affairs; periodic checking is conducted by OISP to make sure that all students have registered and paid in full; Study Abroad Insurance is purchased by both students and faculty to protect against possible safety and security problems abroad; Emergency contact information is given by faculty to OISP.

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<sup>13</sup> The form accessed from <http://www.kennesaw.edu/studyabroad/facultyresourcessecure.html>

During the classroom preparation, the program director and faculty are responsible for sending class rosters to any overseas partners, making home-stay assignments, and conducting language placement exams if needed.

It is a step that can be defined as implementing the process in the context of project management. Most importantly, a clear schedule is stated and deadlines are clarified. From the program evaluation perspective, more than one set of eyes should be applied with the director who is first in charge of the program. In this context, a kind reminder for the director is especially useful to monitor whether the work is getting done. For a program director, he or she is expected to apply a chart of activity with the items of delivery, timing, and relevant responsibilities as follows.

**Table 3: Activities Schedule during Departure Material Preparation Period**

<b>Work item</b>	<b>Timing</b>	<b>Undertaker</b>	<b>Requirement</b>	<b>Delivery</b>

### **Step 7: Program Implementation Abroad**

Since programs are delivered beyond the KSU campus, the Director and partners in other countries should be fully aware of the importance of security and academic achievement.

Therefore, the director is expected following activities. First, the Director is expected to comply strictly with the regulations and policy regarding on-site study such as *Procedure Manual for SA Program Directors*. After program group arrives on site, the Director conducts on-site orientation,

makes on-site payments, accounts for all expenditures of funds advanced, and distributes student evaluations.

Risk management is recommended in this stage, and security and safety are deemed as priority abroad. Besides insurance purchases for both faculty and students, study abroad policies are crucial in terms of responsibility, liability waiver and code of conduct. Meanwhile, possible solutions are provided for students. Individual outings should be reported to director in-charge. Therefore, the director is expected to be aware of the several stages on site: (1) honeymoon stage which is characterized by exhilaration, anticipation, and excitement; (2) hostility or depression stage by frustration, anger, anxiety, fear, and/or sometimes depression; (3) humor and adjustment stage by a more relaxed and comfortable manner.(4) home adaptive stage by “feels at home” and functions well in the new culture and returning home stage.

### **Step 8: Reconciliation & Evaluations**

This is the final step in the SA Program. During this stage, the program director submits grades to the registrar’s office, submits cash advance reconciliation to OISP and debriefs OISP regarding program details.

This is a crucial step and evaluation is conducted for a program director, involving students, and OISP staff. Since there are more than 40 programs, 40 directors and 450 students, the on line and hard-copy survey are the most effective means for evaluation.

For faculty, Study Abroad Faculty Survey is conducted by OIPS to evaluate all the steps involved in program by means of the questionnaire given at Appendix B.

The questionnaire is divided into investigation and evaluation from the procedure perspective (approval process, student application process, invoice / program payment process, course registration process), the communication or coordination perspective (with your study

abroad advisor, with OISP), the efficiency and effectiveness perspective (effectiveness of OISP's study abroad catalog, and faculty experience).

Students are required to fulfill questionnaires in the Survey Monkey which is divided short questions and long questions (See at Appendix C).

All the participants are expected to fill out these questions; however, many of them did not finish in the academic year 08-09. Those questionnaires can be also analyzed into perspectives in terms of: program director or instructor, goal, course requirements, hosting country environment, facility and personal achievement.

### Successful Experiences

Overall, the SA Program at KSU is a successful experience which can be applied for China's international education and co-operation. There are four major parts, which include strategy, policy, environment, and service can be learned by Chinese universities.

### Strategy

Strategy is considered as the direction of an organization. Former KSU president, Dr Betty Siegel, often refers to KSU as "Georgia's International University".

There are many strategies to promote international learning, among which infusion<sup>14</sup> is most significant one. In order to accomplish the goal, OISP develops strong institutional linkages with partner institutions abroad to complement faculty expertise. KSU is engaged in a continual process of linking and strengthening general education requirements, area and international studies majors, and concentrations, foreign languages, and study abroad curriculum.

The second strategy is intentionality.<sup>15</sup> KSU illustrates its intention from the history we

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<sup>14</sup> KSU Global Learning for All Steering Committee, *KSU Internationalization Review & Strategic Plan*, p13

<sup>15</sup> KSU Global Learning for All Steering Committee, *KSU Internationalization Review & Strategic Plan*, p14



mentioned above by creating an international administrative agency. Now, IGI is responsible directly to the VPAA and its mission is campus-wide.

A third strategy is program evaluation through survey.<sup>16</sup> Surveys are conducted by four categories: (1) “Presidential Briefing on International Initiatives” in which Deans and department chairs highlighted their international programs with President, and other important stakeholders; (2) faculty survey (3) program director survey and (4) student surveys. From the surveys, the attitudes and perceptions of senior administrators, faculty, program director and students can be gauged.

The last but not least one is strategic planning.<sup>17</sup> From this context, the future direction of KSU is conducted through a series of strategic planning workshops in terms of six areas: structure and funding, internationalization across the curriculum, exchanges and partnerships, faculty development, abroad education and international students.

### Policies and requirements

Policies<sup>18</sup> on Study Abroad demonstrate KSU’ commitment and ideology in international practice. As an internationalized university, KSU carries out many policies benefit for faculty and students which Chinese University could learn from. For instance, the teaching abroad experiences are turned into conference presentations; clear policies and procedures are formulated for hiring international faculty; substantial supports are received by KSU to faculty to participate in international seminars, workshops, and conferences; every college at KSU is encouraged to establish a relationship with a foreign university with regard to implementing exchange and research co-operation; a short-term teaching and researching experience is

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<sup>16</sup> KSU Global Learning for All Steering Committee, *KSU Internationalization Review & Strategic Plan*, p15

<sup>17</sup> KSU Global Learning for All Steering Committee, *KSU Internationalization Review & Strategic Plan*, p16

<sup>18</sup> KSU Global Learning for All Steering Committee, *KSU Internationalization Review & Strategic Plan*, p17

encouraged by the policy of Summer Abroad Faculty Exchange (SAFE) program; effort for the student is made by Admissions Office to improve on-line application process which tends to be more user-friendly.

Those policies jointly work together to ensure that the faculty and the students are more knowledgeable in internationalization and actively take part in study abroad.

## Environment

Environment<sup>19</sup> is a sensitive setting which provides an essential impression on the faculty and students. Not all the environmental factors and conditions can be achieved by institutional efforts. Most of external environmental factors are stable and not easy to change. For example, KSU's geographical location in Metropolitan Atlanta region remains an advantage in internationalization. America's open tradition in internationalization is another good factor. However, some institutional efforts should be mentioned in internationalization.

(1) Campus agreeable acceptance in study abroad. KSU has long history in emphasizing international courses which cultivate an international sense among student and a harmonious atmosphere within campus.

(2) Diverse ethnic groups and multinational student on the campus. There are thousands of international students in KSU nowadays.

(3) Low tuition, small class sizes accessibility, excellent faculty and staff and nationally accredited programs.

## Service

Service is a strong commitment arm to fulfill the mission for study abroad. Through the internship in OISP, the service targets are very understandable when they carry out the

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<sup>19</sup> KSU Global Learning for All Steering Committee, *KSU Internationalization Review & Strategic Plan*, p8

administrative affairs. Scientific, systematical services are provided for students and faculty. at KSU, abundant departments and centers jointly work together which provide a powerful platform for SA Program. Materials and supplies are also sufficiently for student and faculty. For students, there are lots of resources available: Journal of Global Initiative, International affairs (International Law, International Organizations, International Economy and Regions of the World, etc.), Global learning website, and international/ multicultural resources. For faculty, the resources are available include Institute of Global Initiatives, Journal of Global Initiative, Office of International Education, American council on education, all kinds of global conferences. Internet popularization provides effective communication channel and services.

## Conclusion

Based on the author's observations, interviews of the staff of OISP, perusal of documents and internet materials in OISP, the author has provided in this report a general introduction to KSU's internationalization and OISP in terms of its history, organizational framework, staff work scope and daily activities. Internationalization is becoming KSU's first priority and more and more faculty, staff and students are joining in the program. In the past ten years, both the students and faculty body have been experiencing a fast growth especially as the establishment of OISP within IGI. Five categories of stakeholders from president level to external level jointly work on the success of internationalization, ensuring the quality of programs.

The internship paper selected SA Program for analysis, discussing the process of SA Programs from faculty application & renewal, website & application, promotion & consultation, student application & payment, conformation & student orientation, Class & other departure material preparation, implementation abroad, to reconciliation & evaluation. Theories of program

management, program evaluation and others are applied in analyzing the process, and the author finally discovers that internationalization and SA Program is very systematic in KSU in time management, cost management, quality management, human resources management, communications management and risk management which turn out a fruitful result.

Chinese high educational institutions should learn the advanced practice in Study Abroad from four major parts include strategy, policy, environment, and service to adapt Chinese educational situation.

Although KSU faces a situation of international crises since 2008 and growing competitive neighbors, Quality Enhancement Plan, the international collaboration, increase student global unions, and other collaboration will promise KSU a bright future.

## Notes

1. The information accessed from <http://www.kennesaw.edu/globalinstitute/oisp/about.htm>
2. *Comprehensive Program Review Self-study for the International Center, 2003, p4*
3. *Comprehensive Program Review Self-study for the International Center, 2003, p15*
4. The information accessed from <http://www.kennesaw.edu/getglobal/definition.shtml>
5. The information accessed from <http://www.kennesaw.edu/getglobal/>
6. The information accessed from <http://www.kennesaw.edu/getglobal/>
7. The data collected from <http://www.kennesaw.edu/studyabroad/programs.html>.
8. The Manu accessed from: <http://www.kennesaw.edu/studyabroad/facultyresourcessecure.html>
9. Vijay, Kanabar; Roger, D.H. Warburton, *MBA Fundamentals—Program Management*, p41-59
10. Vijay, Kanabar; Roger, D.H. Warburton, *MBA Fundamentals—Program Management*, p186
11. The information accessed from <http://www.kennesaw.edu/studyabroad/faq.html>
12. The information accessed from <http://www.kennesaw.edu/studyabroad/apply.html>
13. The form accessed from <http://www.kennesaw.edu/studyabroad/facultyresourcessecure.html>
14. KSU Global Learning for All Steering Committee, *KSU Internationalization Review & Strategic Plan*, p13
15. KSU Global Learning for All Steering Committee, *KSU Internationalization Review & Strategic Plan*, p14
16. KSU Global Learning for All Steering Committee, *KSU Internationalization Review & Strategic Plan*, p15
17. KSU Global Learning for All Steering Committee, *KSU Internationalization Review & Strategic Plan*, p16
18. KSU Global Learning for All Steering Committee, *KSU Internationalization Review & Strategic Plan*, p17
19. KSU Global Learning for All Steering Committee, *KSU Internationalization Review & Strategic Plan*, p8

## Reference

1. Gerald Andrews Emison, 2007, *Practical Program Evaluations*
2. Vijay, Kanabar; Roger, D.H. Warburton, , 2008, *MBA Fundamentals—Program Management*
3. Margie Mader-Clark, 2008, *The Job Description Handbook*
4. Barry Cushway, *The Handbook of Model Job Description*, 2003
5. *Comprehensive Program Review Self-study for the International Center*, 2003,
6. *KSU Global Learning for All Steering Committee, KSU Internationalization Review & Strategic Plan*, 2004

**KSU INTERNATIONAL SERVICES & PROGRAMS  
Study Abroad Program Approval Form**

**Submission deadlines for AY 08-09 programs abroad:**

Spring 2010 semester abroad                      due by 7/1/09  
Maymester/Summer 2010 semester abroad   due by 7/31/08  
Fall 2010 semester abroad                          due by 12/31/09

This form must be completed and approved for all KSU study abroad programs.

If you have any questions or need additional information, please contact Dan Paracka in the International Services and Programs (x6732).

Feel free to respond on a separate sheet using the question number and bold type headings.

**1. Submitting Faculty Member:** \_\_\_\_\_  
Name                      Department                      Phone Ext.

Other Teaching Faculty (if any): \_\_\_\_\_  
Name                      Department                      Phone Ext.

**2. Title of Program:** \_\_\_\_\_

**3. Concise overview of the program:**

**4. Proposed program dates:**

5. Please describe how the program supports KSU’s mission and your department’s goals.

In addition, please list any other study abroad programs that already exist within your college and/or department. How does this program differ from existing study abroad offerings within your department?

**6. Course Equivalencies:** All study abroad courses will be assigned an SA designation by the Registrar. On the students transcripts a subscript to the SA listing will indicate the equivalent regular KSU course. Please indicate the total number of hours in which students are required to enroll.

Course Title	KSU Course Equivalency	Credit Hours	Core, Major, or Minor Requirements Satisfied	Prereqs (If Any)
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**7. Contact Hours:** Please provide a typical weekly schedule for the class; include how much time will be spent in class and how much time will be spent in experiential learning activities. For details regarding specific requirements regarding the balance between classroom and experiential contact hours see the Minimum Academic Standards for Study Abroad programs at KSU policy document. Ordinarily, a 3 credit semester course requires 37.5 contact hours. In a study abroad program, if formal classroom contact hours are less than 37.5 hours, these hours can be supplemented with excursions and other experiential educational activities. Faculty should be aware that these programs are audited at the System level to assure academic integrity. For special topics courses that do not have a departmental equivalency, you will need to complete a Study Abroad Special Topics Course approval form.

**8. Attach a Syllabus for each course:** The syllabus should contain a course description, a list of general subjects covered, required readings, methods of evaluation. It should also include a list of site visits and guest lectures. A tentative syllabus is sufficient. Please note if any instruction and evaluation are to be done by a foreign host institution.

**9. Budget:** Attach a program planning budget using Appendix A. (Note: All programs are required to budget in a fee for emergency health & evacuation insurance coverage at the cost of \$1.00 per day). Upon receipt of the signed program approval form, the Office of International Services & Programs will establish an agency account to deposit student program fees. Program-related invoices will be paid out of this agency account.

**10. Salary:** Salary will be paid from tuition and program revenue paid by students participating in the program (Coordinated through International Services and Programs). (Note: You may also want to discuss with your chair the possibility of teaching in the alternate half of the summer).

**11. Experience:** Briefly describe faculty/program director's familiarity with the country/region in which you will be traveling and studying. List previous courses taught on the country/region and previous travel to the country/region. If you have them, identify peers/contacts that you have in the country or region who might be guest lecturers or otherwise assist the program.

**12. Safety and Security Precautions:** A supplemental KSU medical insurance including emergency evacuation and repatriation of remains will be provided at the per student cost of \$1.00 per day. Describe availability of adequate medical facilities. Describe any security or health risks that students might be exposed to and need to be made aware of in order to make an informed decision about participation and indicate how this information will be communicated to students. Before departure, please provide any names and contact information for partners in host country to be used in case of an emergency.



13. **Proposed Itinerary:** Logistical planning, especially plans for international and in-country travel, must indicate a reasonable and appropriate concern for the safety and security of participants. Include all countries and cities you expect to visit. As far as possible, describe mode of transportation, time of day, and duration for all travel plans. Where will students be housed? Before departure, provide contact phone numbers, so that program directors and affiliated international institutions can be contacted in case of emergency.

14. **Recruitment:** The key to successful recruitment in study abroad is energetic recruitment by participating faculty, both in their own classrooms and those of colleagues. It is also important to be available in your office to answer questions. Describe how you will recruit students for your program.

15. **Orientation:** Describe the essential elements that will be provided during orientations and the number and duration of orientation meetings that will be provided.

16. **Program Evaluation and Follow-up Activities:** Studies show that students who are provided with a structured opportunity to “process” their study abroad experience benefit considerably. If you have plans for such follow-up activities briefly describe them. If not contact Dr. Dan Paracka at x6732 for suggestions.

\_\_\_\_\_  
Program Director                      /date

APPROVAL SIGNATURES:

My signature below indicates that I have reviewed the above study abroad program and approve its offering.

\_\_\_\_\_  
Director, International Services and Programs      /date

\_\_\_\_\_  
Program Director's Department Chair              /date

\_\_\_\_\_  
Program Director's Dean                              /date

\_\_\_\_\_  
Chief Business Officer                                /date

\_\_\_\_\_  
Chief Academic Officer                               /date

\_\_\_\_\_  
President or designee                                 /date

### Study Abroad Faculty Survey

(the questionnaire adapted from OISP SA faculty survey)

Please circle your answers:

1. What is your role in study abroad programs?

2. How many years have you participated in study abroad programs as a director and/or faculty (total)?

First year      1-3 years      4-9 years      10 years or more

3. When is your program?

Fall      Spring      Spring Break      Maymester      Summer

4. Who is your study abroad advisor?

Bernard Anderson      Melanie Brisse      Emily Lupita Plum Güçlü

5. How satisfied are you with the program approval process?

N/A      1      2      3      4      5

not applicable      not satisfied      highly satisfied

6. How satisfied are you with the student application process on WebMall?

N/A      1      2      3      4      5

not applicable      not satisfied      highly satisfied

7. How satisfied are you with the Global Learning Scholarship?

N/A      1      2      3      4      5

not applicable      not satisfied      highly satisfied

8. How satisfied are you with your communication with your study abroad advisor?

N/A            1            2            3            4            5  
not applicable            not satisfied            highly satisfied

9. How satisfied are you with your communication with the Office of International Services & Programs in general?

N/A            1            2            3            4            5  
not applicable            not satisfied            highly satisfied

10. How satisfied are you with the effectiveness of the Office of International Services & Programs study abroad catalog?

N/A            1            2            3            4            5  
not applicable            not satisfied            highly satisfied

11. How satisfied are you with the invoice / program payment process?

N/A            1            2            3            4            5  
not applicable            not satisfied            highly satisfied

12. How satisfied are you with the course registration process?

N/A            1            2            3            4            5  
not applicable            not satisfied            highly satisfied

13. How satisfied are you with your faculty compensation?

N/A            1            2            3            4            5  
not applicable            not satisfied            highly satisfied

14. How satisfied are you of your overall study abroad faculty experience so far?

N/A            1            2            3            4            5  
not applicable            not satisfied            highly satisfied

## Study Abroad Evaluation

(see at [SurveyMonkey.com](https://www.surveymonkey.com))

1. Which Study Abroad program did you attend?

● **Short questions:**

Please rate each question on the following scale (1-5)

Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

1. How much the learning goals for each of the courses to be taken were communicated?

2. How is the instructor knowledgeable about the country/culture?

3. How does the instructor facilitate engagement with people from the host country(s)/culture(s)?

4. How do the field trips complement/reinforce the learning goals of the course(s)?

5. How much does the structure of the program facilitated social interaction?

6. How do you feel welcome in the host country(s).

7. How much do you learn new things about my own culture?

8. Are you more knowledgeable about the country that I visited?

9. Are you better able to analyze the effects of globalization.

10. Are you better able to communicate and interact appropriately and effectively with people from the host culture?

11. Are you more flexible, open, empathetic and appreciative of cultural differences?

12. Were you able to spend free time doing things that I was interested in?

13. Do you feel accommodations (housing and meals) were suitable?

14. Do you feel safe during the program?

15. Were you well-prepared for the Study Abroad experience?
16. Did the program help me develop a more global perspective?
17. Did the program help me develop cross-cultural communication and adjustment skills?
18. Are you satisfied with the Study Abroad experience overall.

● **Long questions:**

1. How much spending money do you need? (For consistency, please answer in U.S. Dollars.) How would you suggest that students' access their money?
2. Do you have any advice or comments to students who are going to study abroad in your program country?
3. Which aspects of the course(s) that you took needs to be improved?
4. What would you change about future programs?
5. List the two most important things you learned.
6. How do you plan to use/build upon your study abroad experience?
7. Which of the following topics do you think you learned the most about: global interdependence, knowledge of host culture, knowledge of your own culture, cross-cultural adjustment, or cross-cultural communication? Please choose one and explain.