

Indiana University's  
**Grand Survey**

**Title VI Area Studies Centers**

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# PRESENTATION OVERVIEW

- Grand Survey Defined
- Purposes of Grand Survey
- Example of Grand Survey
- Indiana University's 2009 Grand Survey Aggregate Results
- Future Directions
- Questions

## WHAT IS THE GRAND SURVEY?

- An annual online survey that is administered to all current and past students affiliated with the Area Studies Center including:
  - Current undergraduate and graduate students
  - Alumni
  - FLAS recipients
  - Study abroad students

# PURPOSES OF THE GRAND SURVEY

- To measure the *impact* the center has had on its respondents' current/future studies & career
  - Moves the evaluation away from simply measuring *satisfaction* (formative) to more meaningful, long-term *outcome* (summative)
- To maintain a database & gather data for the center's IEPS reports including participants'
  - current status
  - employment
  - use of cultural knowledge/language in their current studies/employment
- To measure the aggregate impact that *all* of the centers located at a university have had
  - Shows collaboration which is a current invitational priority & strategy to reduce costs

## THE GRAND SURVEY CAN ANSWER:

To what extent do the current students, alumni, study abroad students, & FLAS recipients report that they

- are *proficient* in [the center's] languages including priority languages?
- are utilizing [the center's] language(s) (including priority languages) in their current employment or studies?
- are using their cultural knowledge & area studies skills in their current employment or studies?
- rate that cultural knowledge & area studies skills are important for their current employment or studies?

# EXAMPLE OF GRAND SURVEY

- Skip logic allows questions to appear based on respondent's previous response (*i.e.*, all FLAS recipients will answer questions about FLAS)
- Demographics (e.g., how they learned of center, residence, gender, languages studied, employment status, occupation, title)
- Please indicate your level of agreement with the following statements (Strongly disagree, Disagree, Moderately disagree, Moderately agree, Agree, Strongly agree).
  - It was easy to get information about the FLAS Fellowships.
  - My application was processed and I was told about my FLAS award in a timely fashion.
  - I have been satisfied by the equal access and treatment of students in the FLAS program.
  - Participating in the FLAS has better prepared me for my career.

# EXAMPLE OF GRAND SURVEY CONT.

Please rate each of the following items:

	<b>Critical</b>	<b>Very Important</b>	<b>Somewhat Important</b>	<b>Not Very Important</b>	<b>Not at all Important</b>
In securing your current job, how important were the language skills you acquired?					
In securing your current job, how important were the cultural knowledge and area studies skills you acquired?					

# EXAMPLE OF GRAND SURVEY CONT.

	Everyday	Once a week	Once a month	Hardly ever	Never
In your current job, how much do you use the language skills you acquired?					
In your current job, how much do you use the cultural knowledge and area studies skills you acquired?					

# EXAMPLE OF GRAND SURVEY CONT.

What would you say was your biggest take-away from majoring/minoring and/or taking courses in Area Studies Center languages or studies?

Have you used your knowledge from your language classes in your career beyond your current job?

Please respond with your level of agreement to the following statements (Strongly disagree, Disagree, Agree, Strongly Agree, Not Applicable):

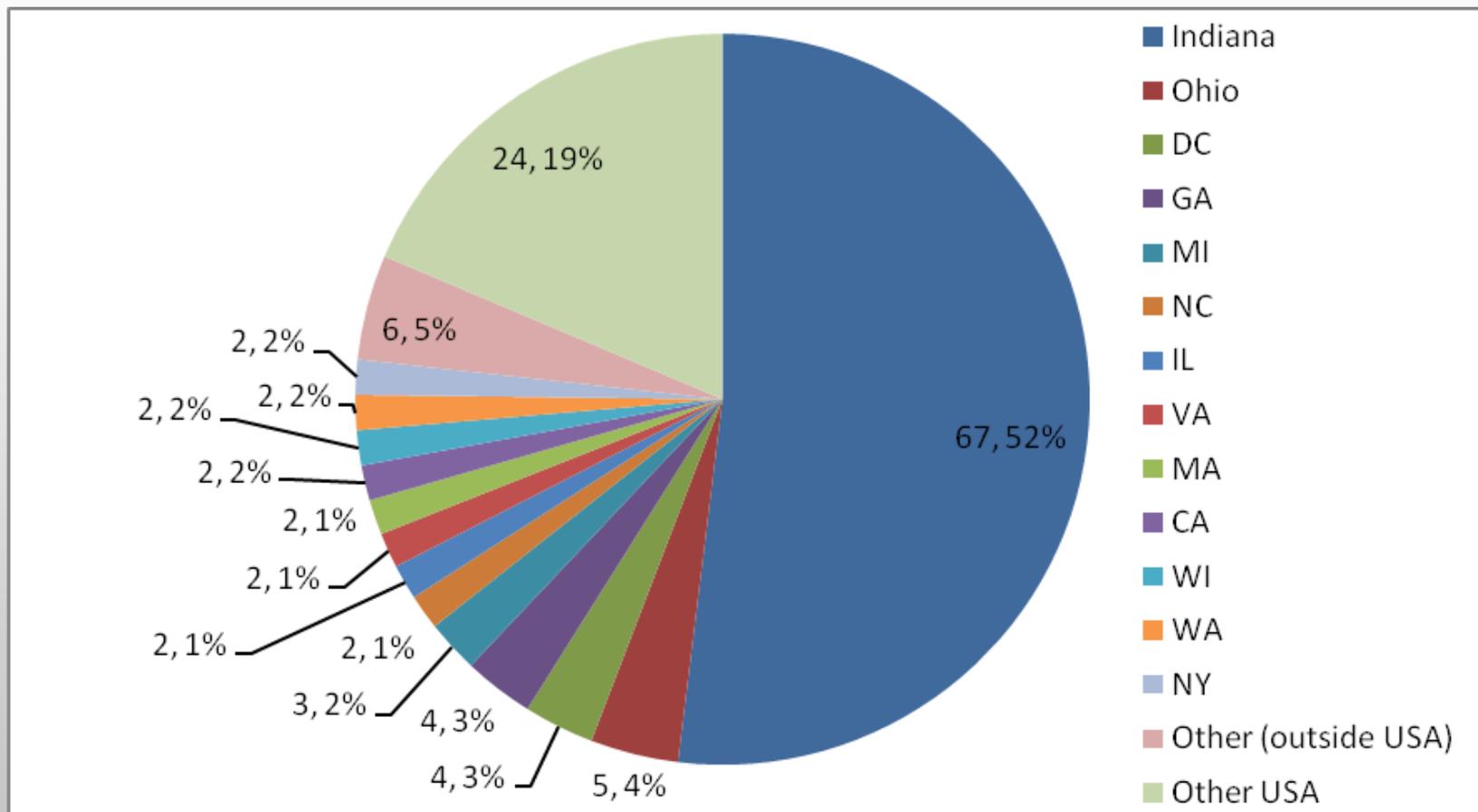
- My study abroad experience influenced my choice of major/minor.
- My study abroad experience influenced my career choice.
- My study abroad experience led me to a specific geographical location after graduation.
- My study abroad experience met the expectations I had at the start.



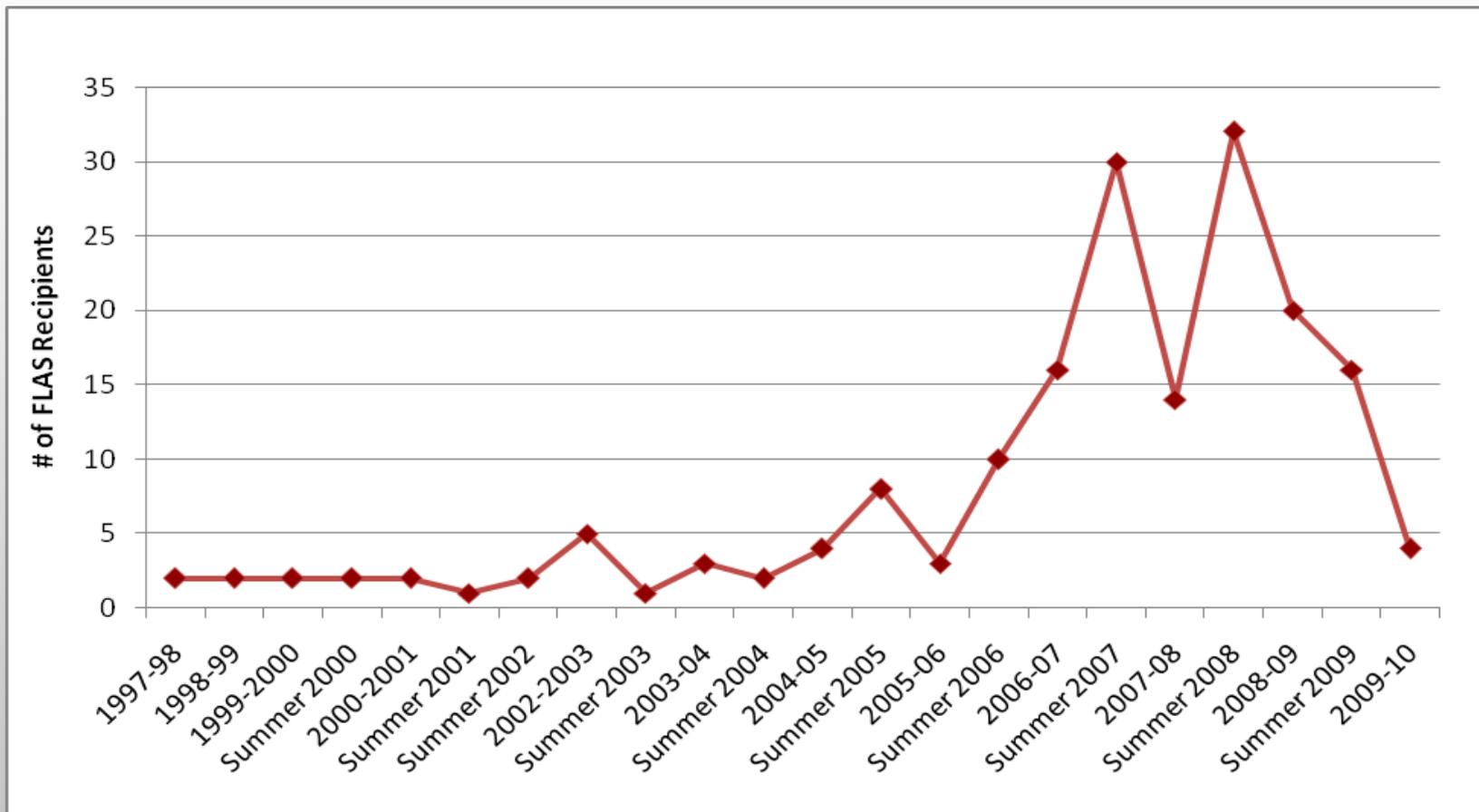
## INDIANA UNIVERSITY'S 2009 AGGREGATE GRAND SURVEY RESULTS

Participating Area Studies Centers	# Survey Recipients	# Survey Respondents	Total Response Rate
CENTER A	25	20	80%
CENTER B	137	79	58%
CENTER C	82	34	42%
CENTER D	882	143	16%
CENTER E	36	28	78%
CENTER F	231	48	21%

## CURRENT RESIDENCE



## RESPONDENT BY FLAS YEAR/S



## FLAS LANGUAGES

Total Respondents	Language
<b>33%</b> (36)	Russian
<b>11%</b> (12)	Portuguese
<b>6%</b> (7)	Polish
<b>5%</b> (5)	Arabic
<b>5%</b> (5)	Czech
<b>5%</b> (5)	Quechua
<b>5%</b> (5)	Romanian
<b>4%</b> (4)	Mandarin Chinese
<b>3%</b> (3)	BCS
<b>3%</b> (3)	Georgian
<b>3%</b> (3)	Japanese
<b>3%</b> (3)	Macedonian
<b>3%</b> (3)	Serbo-Croatian
<b>3%</b> (3)	Ukrainian
<b>3%</b> (3)	Yucatec Maya
<b>2%</b> (2)	Chinese
<b>2%</b> (2)	Haitian Creole
<b>2%</b> (2)	Hindi

Total Respondents	Language
<b>2%</b> (2)	Hungarian
<b>2%</b> (2)	Yiddish
<b>1%</b> (1)	Albanian
<b>1%</b> (1)	Aymara
<b>1%</b> (1)	Azeri
<b>1%</b> (1)	Bengali
<b>1%</b> (1)	Bosnian
<b>1%</b> (1)	Bulgarian
<b>1%</b> (1)	Croatian
<b>1%</b> (1)	German
<b>1%</b> (1)	K'iche' Maya
<b>1%</b> (1)	Korean
<b>1%</b> (1)	Kurdish
<b>1%</b> (1)	Persian
<b>1%</b> (1)	P'urhepecha
<b>1%</b> (1)	Serbian
<b>1%</b> (1)	Slovene
<b>1%</b> (1)	Spanish
<b>1%</b> (1)	Tajiki

## CURRENT EMPLOYMENT STATUS

	Current Students N=81	Alumni N=33	Study Abroad N=44	FLAS N=110	Total Respondents N=129
<b>Full-time</b>	6% (5)	58% (19)	5% (2)	21% (23)	20% (26)
<b>Part-time</b>	14% (11)	15% (5)	16% (7)	13% (14)	12% (15)
<b>Graduate Student</b>	84% (68)	24% (8)	75% (33)	72% (79)	68% (88)
<b>Unemployed</b>	7% (6)	12% (4)	11% (5)	4% (4)	8% (10)

### 63% (17) Higher Education

19% (5) Teach in area studies, international studies, or foreign language

- “French Language Coordinator”
- “Dean for International Programs”

### 11% (3) Full-Time Private Sector for profit

- “Sr. Financial Analyst - Intel Corporation”
- “Producer, WBUR-FM (Boston’s NPR affiliate)”

### 11% (3) US Governmental Agency

- “Budget Analyst, U.S. Marshals Service”
- “Political/Economic Officer, U.S. Embassy Georgetown, Guyana”

### 7% (2) Full-time Secondary Education

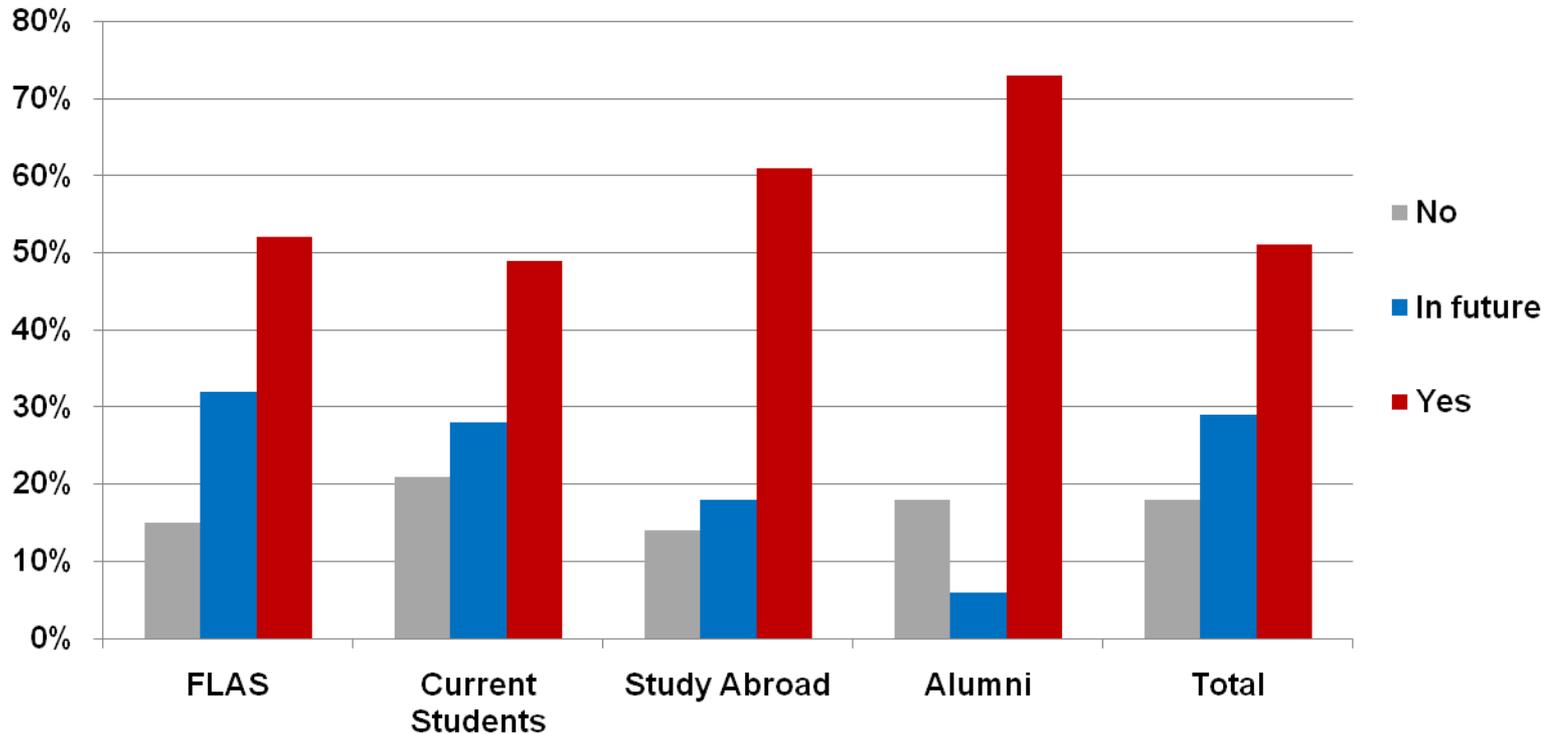
- “Teacher of first and second-year Russian at an urban high school in Chicago.”

### 7% (2) International Position

- “Associate Professor, Tokyo, Japan”

## AREA STUDIES IMPACT

Respondents were asked if they have used or expect to use their area studies knowledge and skills in any jobs or internships.

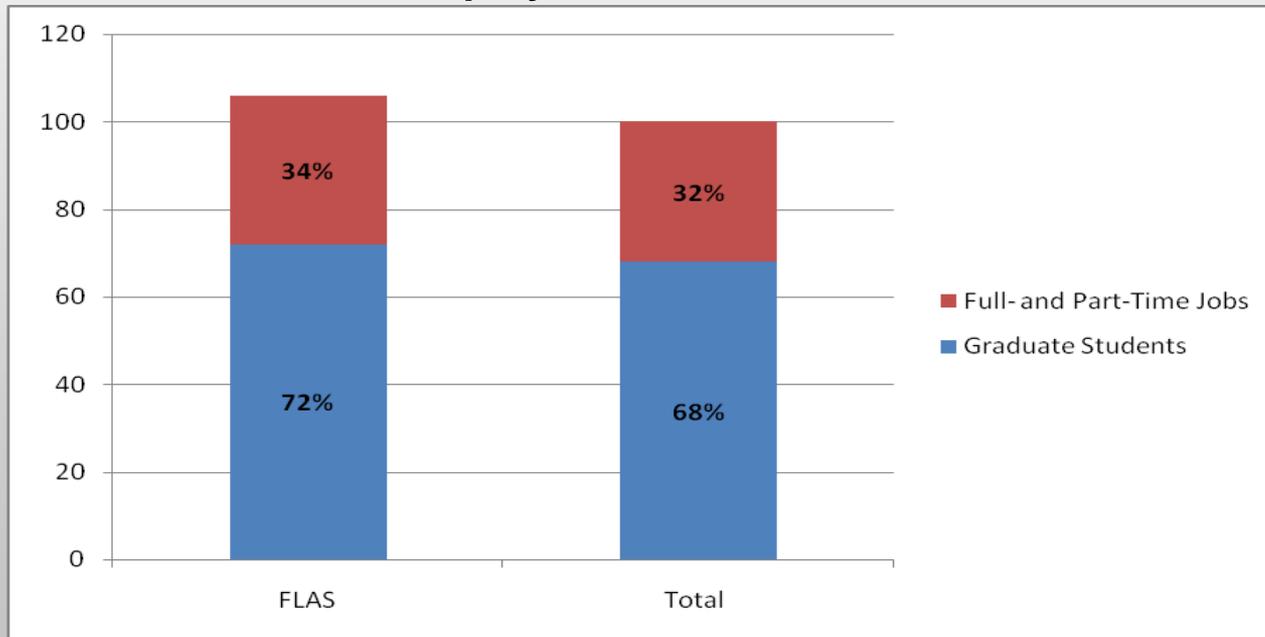


## FLAS IMPACT

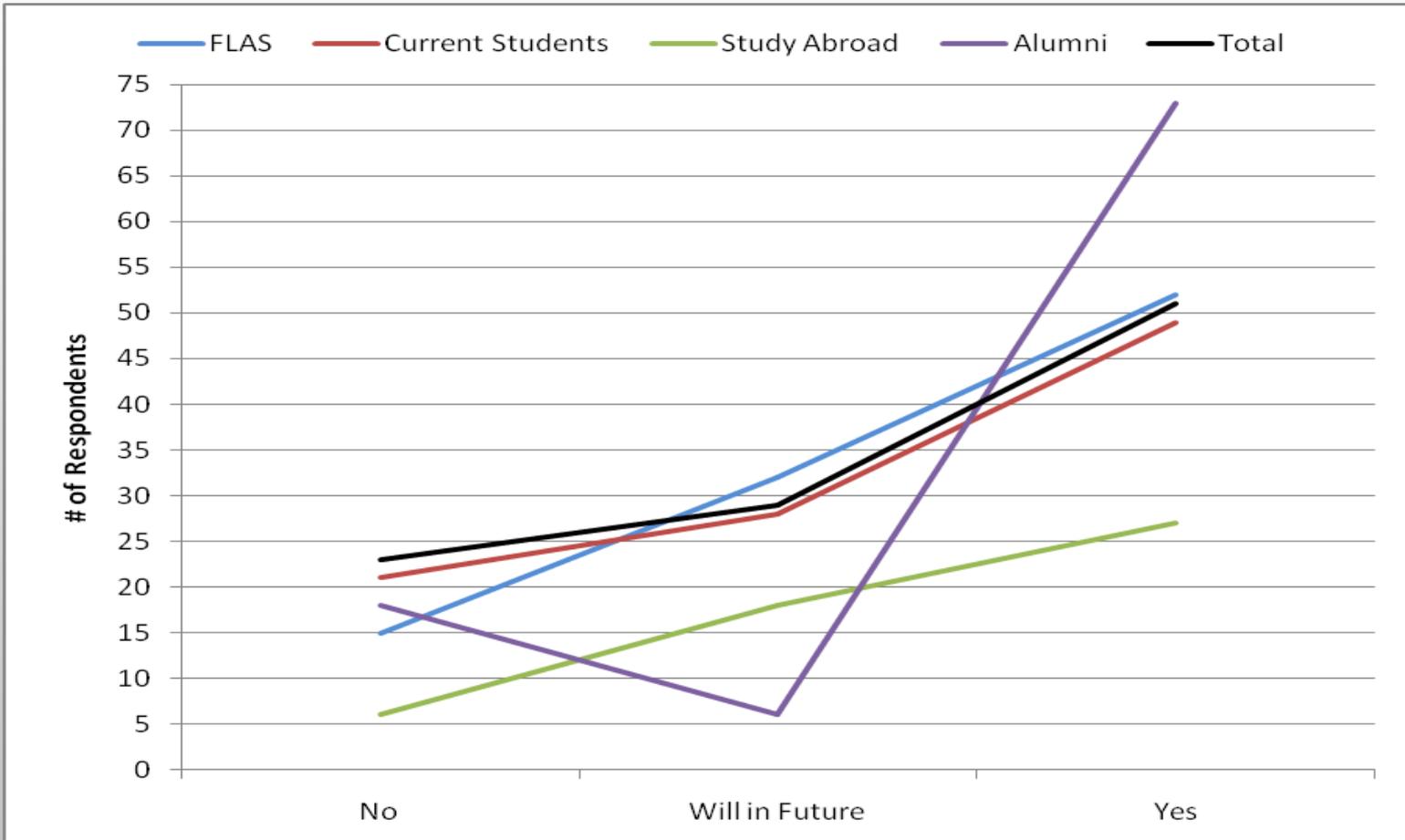
### Employment and Advanced Degrees

**90%** (119) of all survey respondents are either currently employed or in full-time graduate or undergraduate programs, compared to **96%** (106) of respondents who are also FLAS recipients.

**FLAS Versus Total Employment /Graduate School**

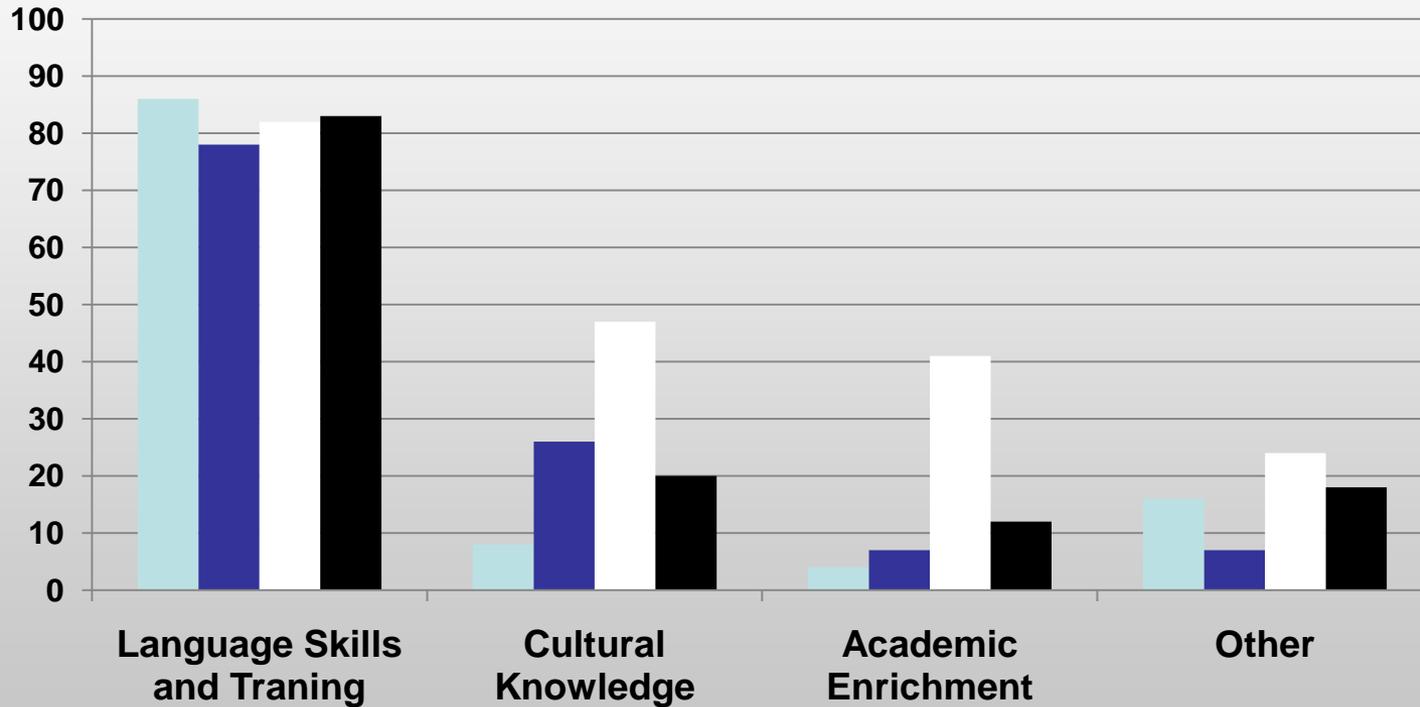


# USE OF AREA STUDIES BACKGROUND IN CURRENT JOB



## FIVE BIGGEST TAKE-AWAYS FROM FLAS

Survey respondents indicated whether or not they currently use the language skills they gained through FLAS.





## OVERALL IMPACT OF FOUR CENTERS

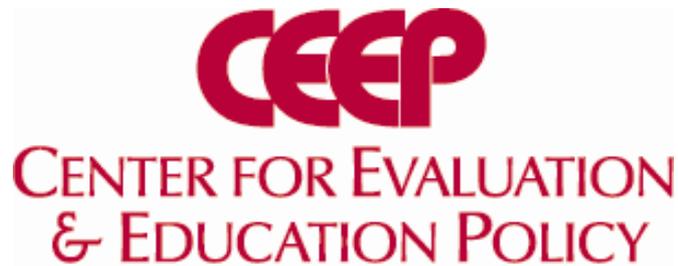
Center A	Very Unsatisfied	Moderately Unsatisfied	Slightly Unsatisfied	Slightly Satisfied	Moderately Satisfied	Very Satisfied
FLAS (n=60)	0	0	2% (1)	2% (1)	20% (12)	<b>77% (46)</b>
Alumni and Current Students (n=63)	2% (1)	6% (4)	3% (2)	10% (6)	16% (10)	<b>63% (40)</b>
Study Abroad (n=27)	0	0	7% (2)	4% (1)	7% (2)	<b>89% (22)</b>
Center B						
FLAS (n=20)	0	0	0	0	25%, (5)	<b>75% (15)</b>
Alumni and Current Students (n=13)	0	0	0	0	46% (6)	<b>54% (7)</b>
Study Abroad (n=6)	0	0	0	0	0	<b>100% (6)</b>
Center C						
FLAS (n=30)	0	0	0	4% (1)	23% (7)	<b>73% (22)</b>
Alumni and Current Students (n=30)	0	0	0	0	17% (5)	<b>83% (25)</b>
Center D						
FLAS (n=12)	0	0	0	0	20% (2)	<b>80% (10)</b>
Alumni and Current Students (n=12)	0	0	0	0	20% (2)	<b>80% (10)</b>
Study Abroad (n=43)	5% (2)	0	2% (1)	5% (2)	16% (7)	<b>73% (31)</b>

## FUTURE DIRECTIONS

- The Grand Survey will be implemented with each Center on an annual basis
- A database for all center participants will be established and maintained with current contact information
- The Grand Survey results will be aggregated by University to show the impact of Area Studiescenters on a university as a whole.
- The Grand Survey could be a way to track the *national* impact of Area Studies Centers

# QUESTIONS?

# CEEP Contact Information:



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