



**Impact Evaluation of the  
United Board Fellows Program**

**United Board for Christian Higher  
Education in Asia**

**October 2007**

# 1. The Evaluation Framework

## Purpose of the Impact Evaluation

The objectives of the impact evaluation were to assess the overall effects of the Fellows Program to date. It was designed to see how the Fellows' professional and personal goals, expectations, and activities undertaken at the host institutions aligned with the goals and objectives of the program. Additionally, this evaluation was to determine the extent the program impacted professional and/or personal changes within the Fellows, as well as the extent program participation enabled Fellows to make changes in their home institutions.

A qualitative questionnaire focused on the overall impact and effect the program had on the Fellows, what skills and/or attitudes they took away from the program, as well as what they brought back to their home institutions. The open-ended format allowed Fellows greater freedom in describing their experiences and opinions of the program. Doing so provided richer, more contextualized pictures of the Fellows' experiences and permitted Fellows the opportunity to freely discuss their thoughts about the program. This approach also avoided limiting the Fellows' responses to those defined by the evaluator (e.g. Likert scales), particularly as one objective was to use the Fellows' responses to help frame future evaluations. The questionnaires had nine questions, which the Fellows had 30 days to complete and return via email. Fifty-six percent of the Fellows responded to the questionnaires. (Table 1)

Table 1: Total Number of Fellows and Response Rates

Fellows, by cohort	Questionnaires Received Total received / Total number of Fellows	Response Rate
Cohort 1: 2002-2004	12 / 25	48%
Cohort 2: 2004-2006	14 / 27	52%
Cohort 3: 2006-2008	19 / 28	68%
<b>Combined</b>	<b>45 / 80</b>	<b>56%</b>

## Evaluation Questions

The nine questions in the impact evaluation addressed the following areas:

- Fellows' expectations and/or aspirations (before starting program, during program)
- Types of activities undertaken during the program
- Utilization and transfer of new skills learned from host institution to home institution
- Networking
- Ability to transfer new skills to their home institutions
- Individual opinions of the program
- Changes in personal and/or professional characteristics.

Cohort 3 (2006-2008) was preparing to depart to their second host institutions and thus not required to answer the question about changes made to their host institutions (Question 5). Instead, Fellows described future or expected changes they were planning to make after completion of the program. (Appendix A)

## Evaluation Focus and Assessment

The evaluation focused on the overall impact the program had on the Fellows, as well as how this impact aligned with the general goals and objectives of the program. The responses provided general themes, which were useful in establishing scaleable activities in the “Aspirations” and the “Top 5” questions. The recurring themes are as follow:

- *Aspirations or expectations prior to and during the Fellows Program*
  - Instructional development (e.g. teaching methodology/styles)
  - Administrative/school organizational management
  - Leadership development
  - Professional development/specific skills development
  - Personal development (e.g. non-academic)
  - Research/library work
  - International experience/collaboration
  - Benefit home institution (e.g. transferability of new skills)
  - Networking
- *Top 5 activities in which the Fellows participated during the program*
  - Meeting/collaborating with host institution staff
  - Meeting/collaborating with Mentor or coordinator
  - Seminars and conferences (outside the host institution)
  - Classes and workshops (within the host institution)
  - Networking
  - Research in host institution’s library (i.e. using library resources or facilities)
  - Attending meetings at school (e.g. institutional, departmental, group)
  - Meeting students/teaching classes
  - Extracurricular activities/visiting other schools (i.e. not necessarily academic)
- *Changes which the Fellows have made/planning to make at their home institutions*
  - Instructional, institutional, and interpersonal changes
- *Comparability of host institutions and home institutions*
- *Type of networks made and sustainability in maintaining the networks*
- *Significant personal or professional changes the Fellows have made*
- *The three thoughts Fellows have about the program.*

A basic “vote counting” system helped identify individual common themes, as well as the total number of responses within each theme. Responses with similar themes (e.g. “learning leadership styles,” “watching Mentors facilitate staff meetings”) were grouped together within a central theme (e.g. leadership development). The majority of the responses explicitly referenced one of the themes used in the report. Responses that were open to interpretation (e.g. “desire to learn best practices”) were grouped according to best fit and/or implied meaning.

Use of a vote counting permitted a functional framework for the evaluation, but it will not necessarily reveal differences in magnitude of the responses between the cohorts.

Additionally, small sample sizes as well as uneven cohort response rates also affect interpretations of magnitude or impact. As such, the reader should keep these in mind when interpreting the tables and charts.

## 2. Findings

### Aspirations

Responses suggest that the Fellows initial aspirations appeared inline with the goals and expectations of the program. The four most common areas the Fellows had hoped to develop during the program were, in order of response rate, (1) administrative/school organizational management, (2) professional development or specific skill, (3) leadership, and (4) instructional development. Among these aspirations, Fellows reported developing administrative and organizational management skills at a much higher rate than the second most reported aspiration, PD or specific skills (34 versus 21, respectively). (Chart 1)

The Fellows responded similarly in their types of personal and professional aspirations. Recurring themes in personal aspirations were building self confidence and the opportunities and experiences gained from travel abroad. Professional aspirations included increasing pedagogical, administrative, and leadership skills. Within both types of aspirations, the Fellows hoped to benefit from a comparative analysis between Asian and Western contexts and styles. (Table 1)<sup>1</sup>

Table 1: Personal and Professional Aspirations (Selected Examples)

Personal	Professional
<ul style="list-style-type: none"> <li>• Build confidence</li> <li>• Travel opportunities</li> <li>• Gain other experiences not directly related to the program</li> <li>• Personal enrichment through travel outside home country</li> <li>• Improve interpersonal relationship skills</li> <li>• Get to know the campus culture</li> <li>• Learn how to be a charismatic leader</li> <li>• Understanding some aspects of Christianity</li> <li>• Spiritual development</li> <li>• Intellectual or academic enrichment</li> <li>• Learn more about love and sharing</li> <li>• Reflection of personal goals and aims in life</li> <li>• Get to know foreign cultures</li> <li>• Improve English language skills</li> </ul>	<ul style="list-style-type: none"> <li>• Exposure to contemporary trends in education</li> <li>• Insight to American education system and lifestyle</li> <li>• Training on research and pedagogy in an Asian context</li> <li>• Compare best practices in different institutions</li> <li>• Administrative training</li> <li>• Academic enrichment</li> <li>• Develop leadership skills</li> <li>• Increase knowledge in a specific teaching area or subject</li> <li>• Build contacts and networks</li> <li>• Learn how to increase efficient services within the department</li> <li>• Learn faculty and student development</li> <li>• Learn how to develop funding and donations</li> </ul>

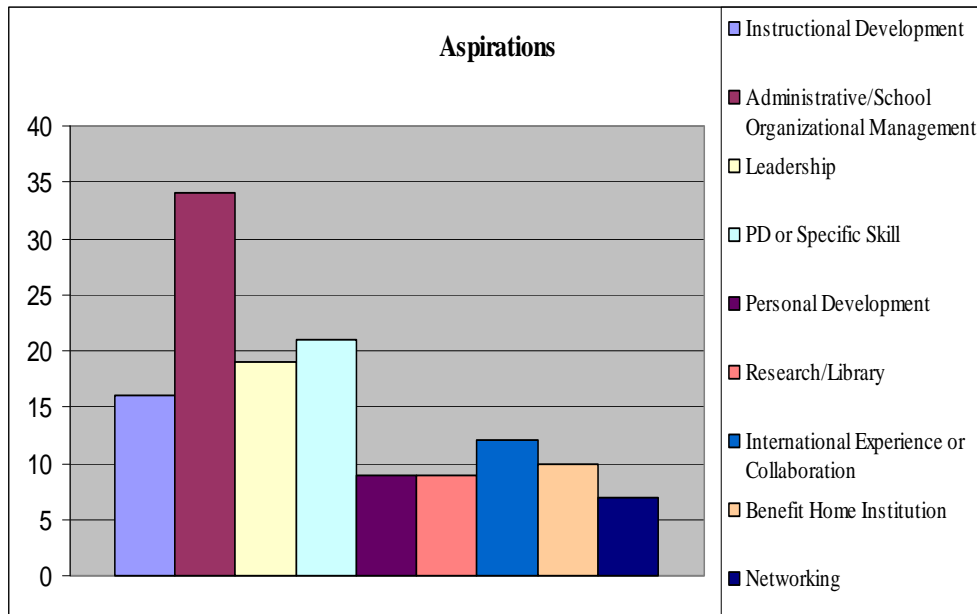
Most Fellows reported aspirations that were reflective of the program’s goals and objectives. The responses centered on building knowledge and developing skills that would

<sup>1</sup> Many of the personal aspirations could be interpreted as professional as well.

directly benefit the institution: improving teaching methodology, learning new ways of administrative or organizational management, increasing knowledge in their specific teaching or subject areas, and becoming better leaders. The program goal that did not elicit many responses was that of linkages or networking, which received the lowest total numbers. (Chart 1)

The Fellow’s aspirations overwhelmingly did not change during the course of the program. If anything, the Fellows reported that their aspirations were strengthened once they became accustomed with their first host institutions. Some Fellows reported changing their aspirations during the program; however, the changes did not appear to be major and were generally reported as “changes in priorities.” As with Fellows who felt their program aspirations were reaffirmed when becoming more accustomed to their host institutions, other Fellows felt the need to reassess which aspirations were more important and/or realistic. Furthermore, nearly every Fellow responded that they had satisfied their aspirations by the conclusion of the program. Only Cohort 3 was less than universal in this regard, but this was because they still had second site visits yet to complete.

Chart 1: Fellows’ Aspirations about the Program (All Cohorts)



It was difficult to determine nuances within the individual cohorts, especially considering the uneven response rates. However, there were variations in aspiration that were unique to each group. For example, administrative/school organizational management remained among the most reported themes, but it was the second most common theme to PD or specific skills for Cohort 3. (Chart 2-4)

Chart 2: Fellows' Aspirations about the Program (Cohort 1)

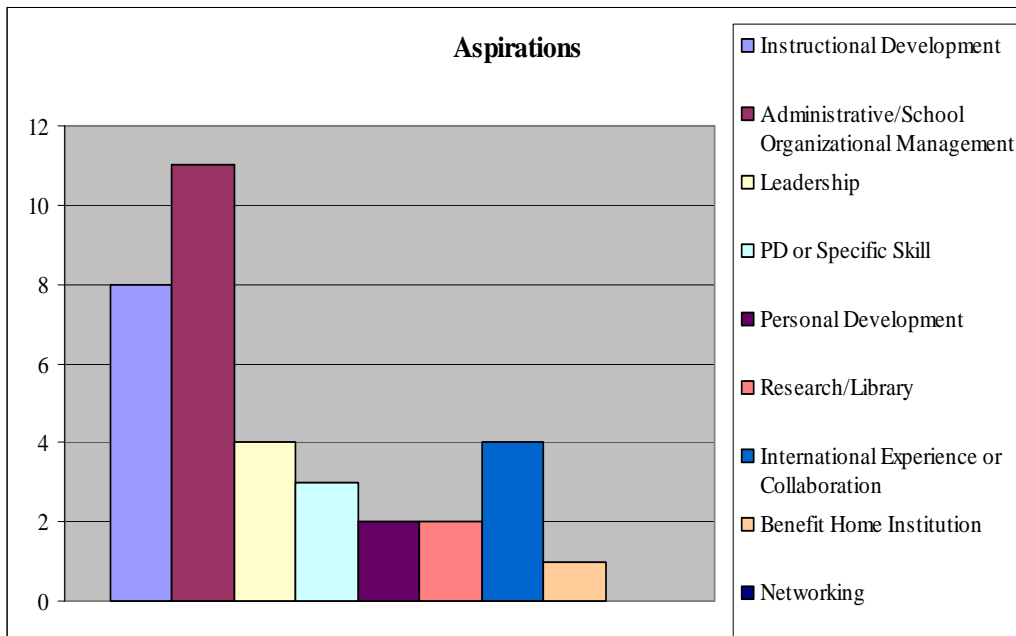


Chart 3: Fellows' Aspirations about the Program (Cohort 2)

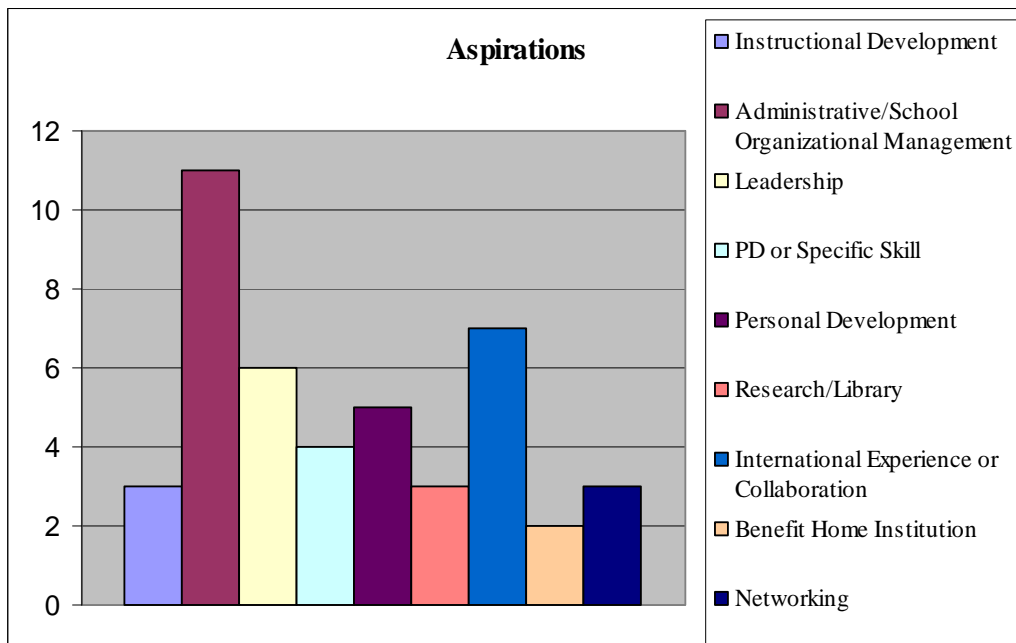
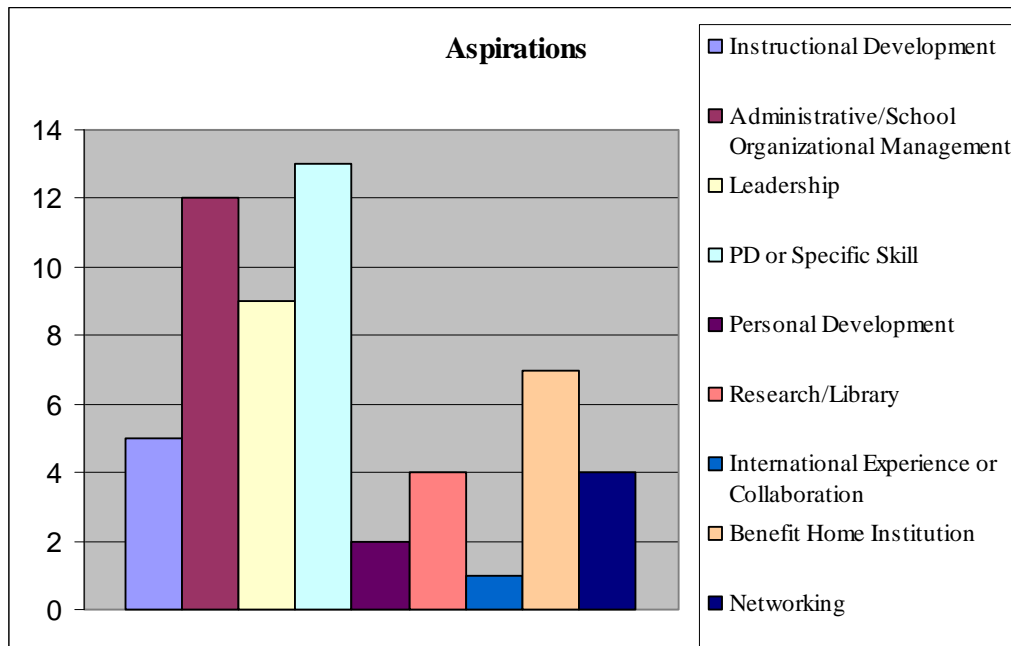


Chart 4: Fellows' Aspirations about the Program (Cohort 3)



Aside from administrative/school organizational management, there were not as many similarities in the response across the cohorts. Each cohort appeared to emphasize certain areas: Cohort 1 reported more instructional and management skills, Cohort 3 reported more leadership and PD skills, and Cohort 2 represented the most balanced group in terms of response themes. (Table 2)

Table 2: Most and Least Reported Aspiration, by Cohort<sup>2</sup>

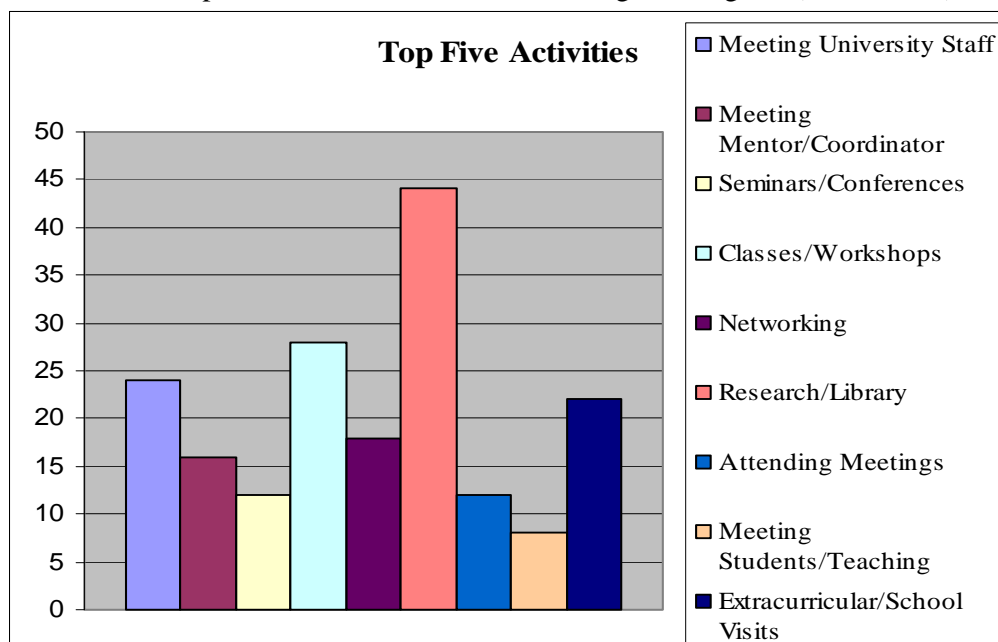
Cohort	Most Reported	Least Reported
Cohort 1: 2002-2004	Instructional development	Networking
Cohort 2: 2004-2006	International experience or collaboration	Benefit home institution
Cohort 3: 2006-2008	PD or specific skill	International experience

Top 5 Activities during the Fellows Program: Overall

The most frequent activities in which the Fellows participated during the program were (1) spending time conducting research and/or working in the library, (2) attending classes or workshops, (3) meeting other university staff, and (4) extracurricular and school visits. These activities, particularly research/library, were reported with greater frequency than any of the other activities mentioned by the Fellows. (Chart 5)

<sup>2</sup> This does not include administrative/school organizational management, which was frequently reported across all three cohorts.

Chart 5: Top 5 Activities of the Fellows during the Program (All Cohorts)



Of the defined categories, research/library included a diverse range of activities. Many included very general comments such as “doing research,” “library research,” or “using the library.” Specifically described research entailed academic-related activities, whereas library activities involved use of the actual facilities. (Table 3)

Table 3: Research/Library Activities (Selected Examples)

Research	Library
<ul style="list-style-type: none"> <li>• Reading for professional development</li> <li>• Reading professional literature in the field</li> <li>• Gathering information on best practices</li> <li>• Writing books, journals, reports, and proposals</li> <li>• Research projects related to subject or teaching area</li> <li>• Developing surveys</li> </ul>	<ul style="list-style-type: none"> <li>• General research in library</li> <li>• Library work</li> <li>• Self study</li> <li>• Reading library books, journals, and other informative materials</li> <li>• Using the databases</li> <li>• Using library resources</li> <li>• Using Internet</li> </ul>

Within individual cohorts, research/library was the most dominant response. Many of the responses in this category involved utilizing the research facilities in the school (e.g. access to data and resourced). Cohort 1 spent the most time participating in extracurricular activities or visiting other schools. Extracurricular activities included Christian fellowship meetings; however the majority explicitly mentioned visiting other schools as the key activity. Cohort 3 reported spending most time attending classes/workshops and meeting university staff. Cohort 2, as in aspirations, represented the most balanced set of activities across the board. Other than research/library, none of the activities seemed to dominate the group. (Charts 6-8)

Chart 6: Top 5 Activities of the Fellows during the Program (Cohort1)

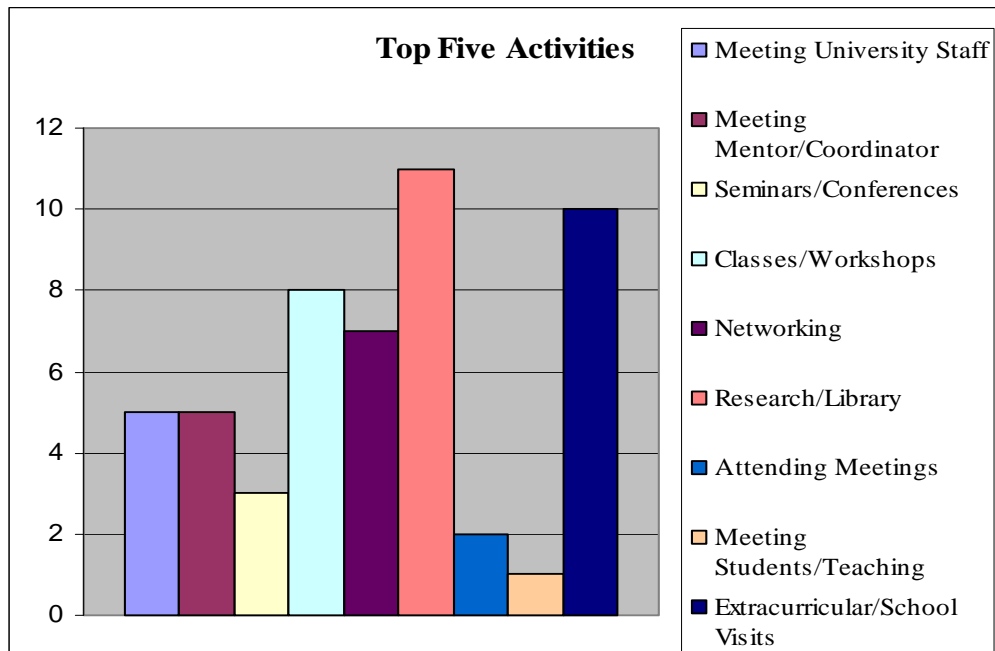


Chart 7: Top 5 Activities of the Fellows during the Program (Cohort 2)

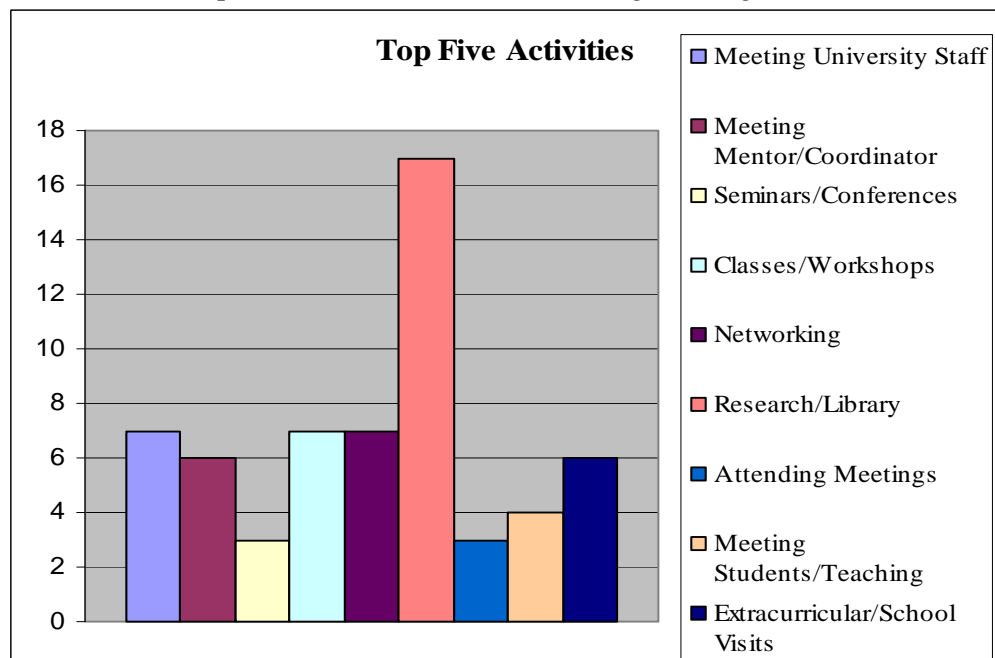
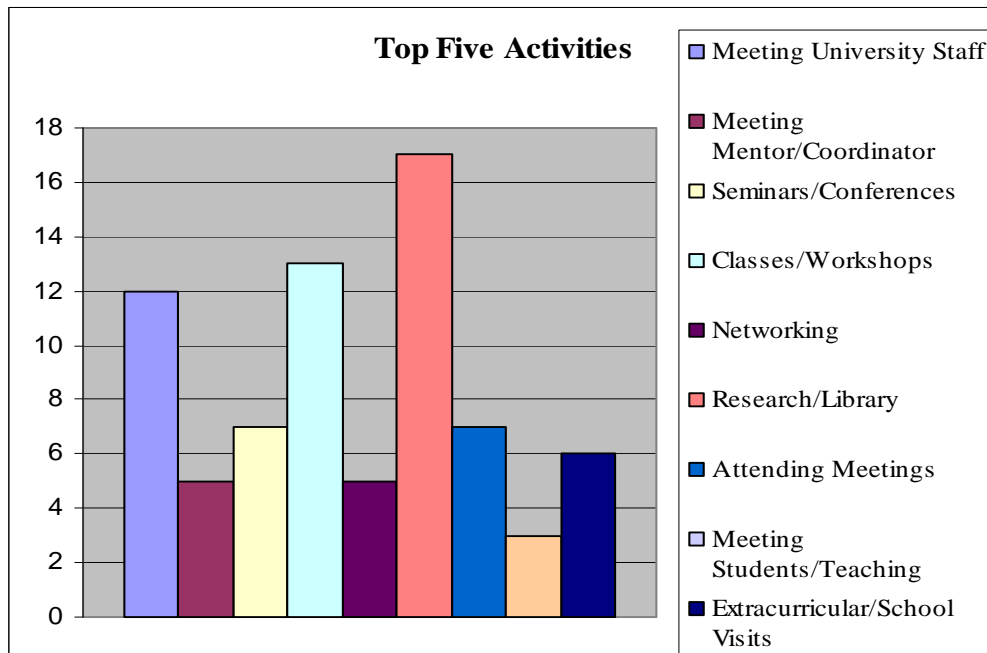


Chart 8: Top 5 Activities of the Fellows during the Program (Cohort 3)



Based on most and least reported activities, it was interesting to note how Cohort 1's emphasis on extracurricular/school visits did not necessarily result in a desire for greater networking. The distinction in classes/workshops versus seminars/conferences was whether the size or scope of the activity, as well as whether it took place at the host institution or required travel to another city or institution. As such, even though seminars/conferences were Cohort 3's lowest reported activity, it appears to emphasize the amount of time this group spent in a classroom- or discussion-based activity. (Table 4)

Table 4: Most and Least Reported Activity, by Cohort<sup>3</sup>

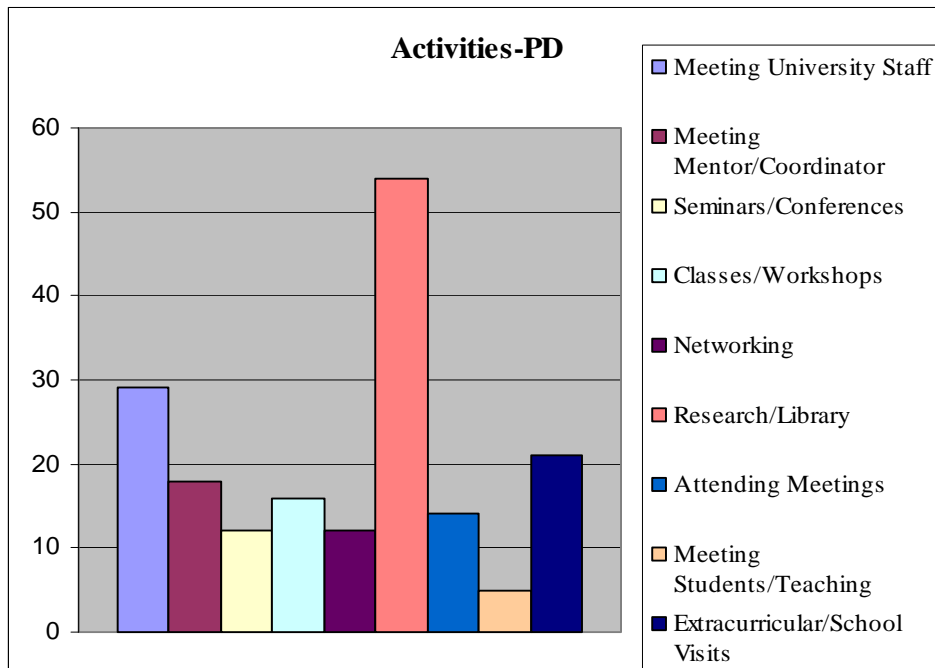
Cohort	Most Reported	Least Reported
Cohort 1: 2002-2004	Extracurricular/school visits	Meeting students/teachers
Cohort 2: 2004-2006	Meeting university staff Classes/workshops Networking	Seminars/conferences Attending meetings
Cohort 3: 2006-2008	Classes/workshops	Seminars/conferences

Top 5 Activities during the Fellows Program: Ranked According to Importance for PD

In terms of what the Fellows believed was most relevant towards their PD, research/library again was the most dominant response in this section. Part of the reason appeared to be the access to resources that the Fellows gain in comparison to their home institutions, especially print (e.g. journals, reports) and electronic (e.g. databases, Internet access). (Chart 9)

<sup>3</sup> This does not include research/library, which was the most frequent activity amongst all cohorts.

Chart 9: Top 5 Activities According to Importance for PD (All Cohorts)



Taking classes/workshops was a common activity among all the cohorts. Otherwise, the groups varied in their responses as to which activities were considered most important towards PD. For the most part, cohort response patterns for this section were fairly similar to the ones they reported in activities overall. One exception would be Cohort 2, where the importance of meeting university staff, taking classes/workshops, and extracurricular activities/school visits appeared to gain relative strength. (Charts 10-12)

Chart 10: Top 5 Activities According to Importance for PD (Cohort 1)

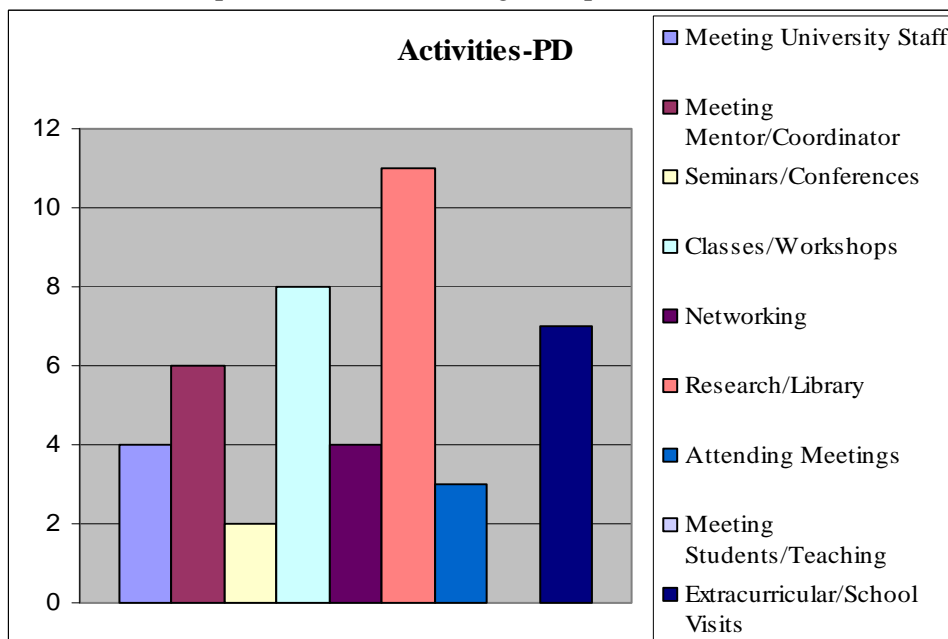


Chart 11: Top 5 Activities According to Importance for PD (Cohort 2)

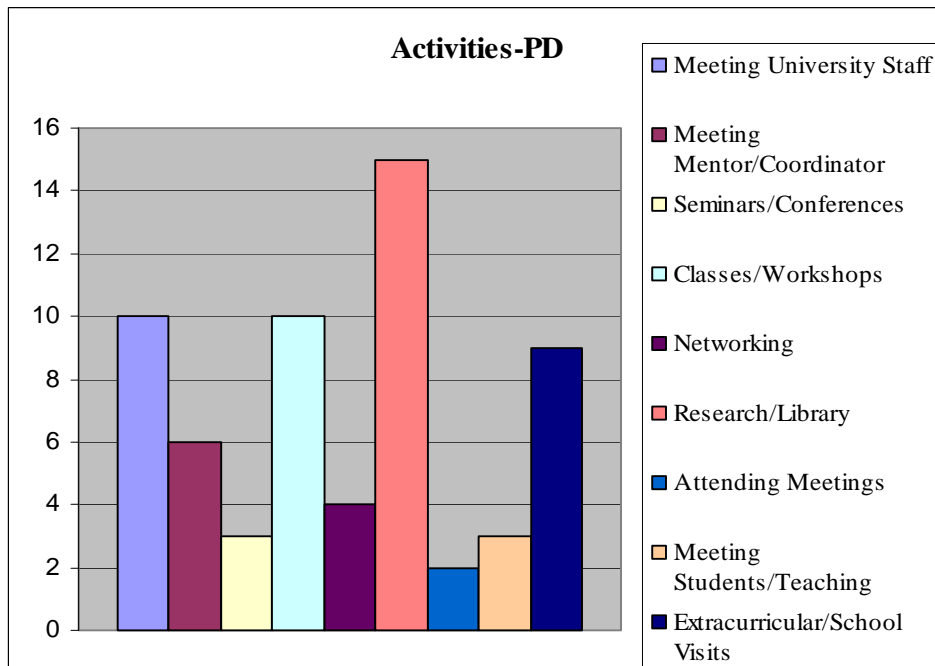
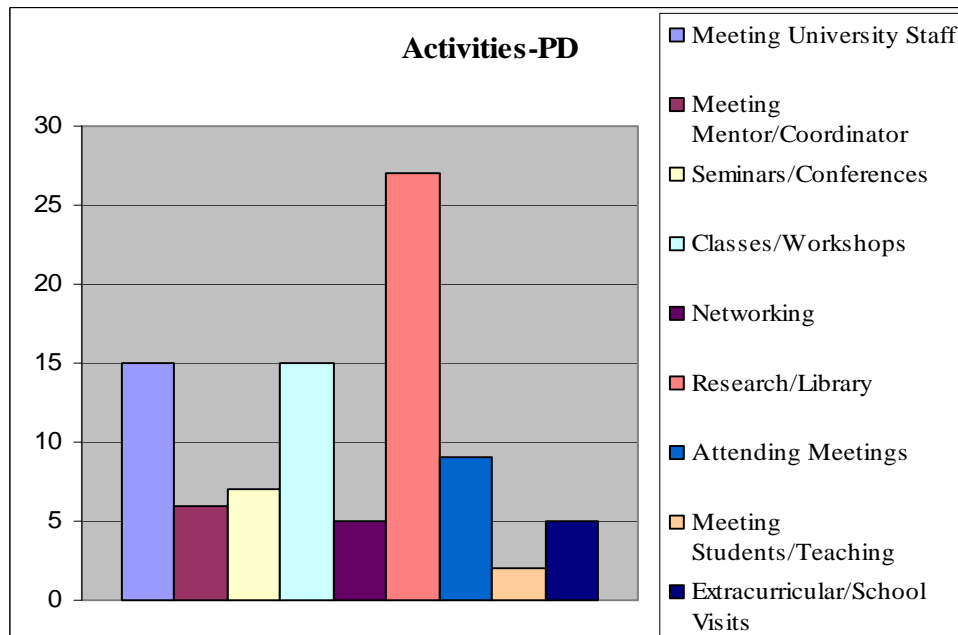


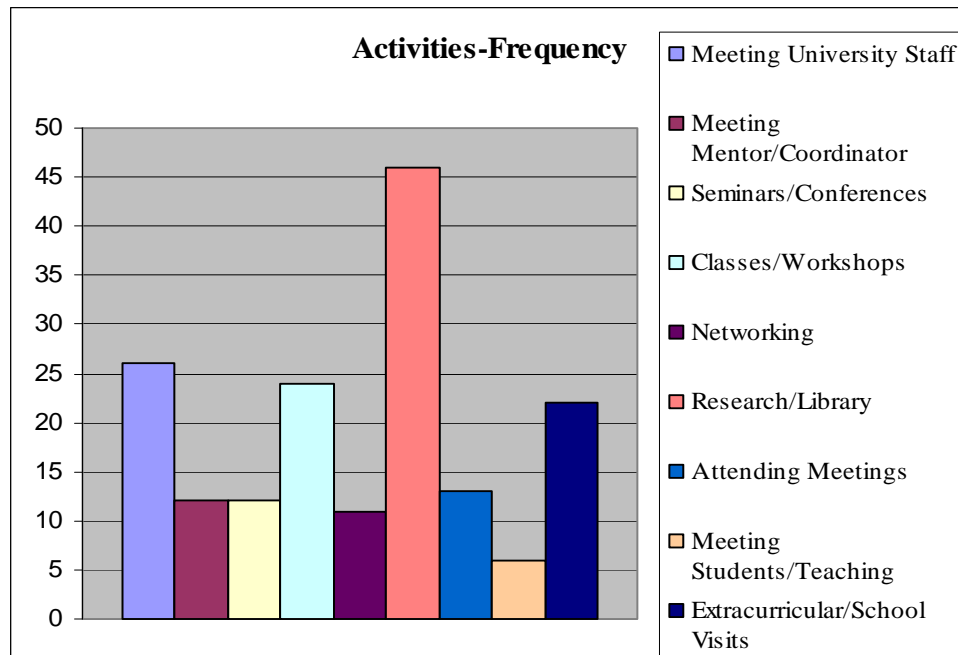
Chart 12: Top 5 Activities According to Importance for PD (Cohort 3)



Top 5 Activities during the Fellows Program: Ranked According to Frequency

The activities Fellows reported doing the most (i.e. frequency) during the program was similar to their responses in overall activities (see Chart 5). Research/library remained to most frequent activity, with nearly double the responses as the next highest activity. (Chart 13)

Chart 13: Top 5 Activities According to Frequency (All Cohorts)



Reported frequency of the activities undertaken remained fairly similar across the cohorts. As in the previous sections, research/library remained the most common activity undertaken by the Fellows during the program. The distribution of responses for classes/workshops and meeting with Mentor/Coordinator decreased slightly in Cohort 1. There was a slight increase in distribution of responses for seminars/conferences in Cohort 2. The distribution of responses for Cohort 3 remained similar to the earlier sections. (Charts 14-16)

Chart 14: Top 5 Activities According to Frequency (Cohort 1)

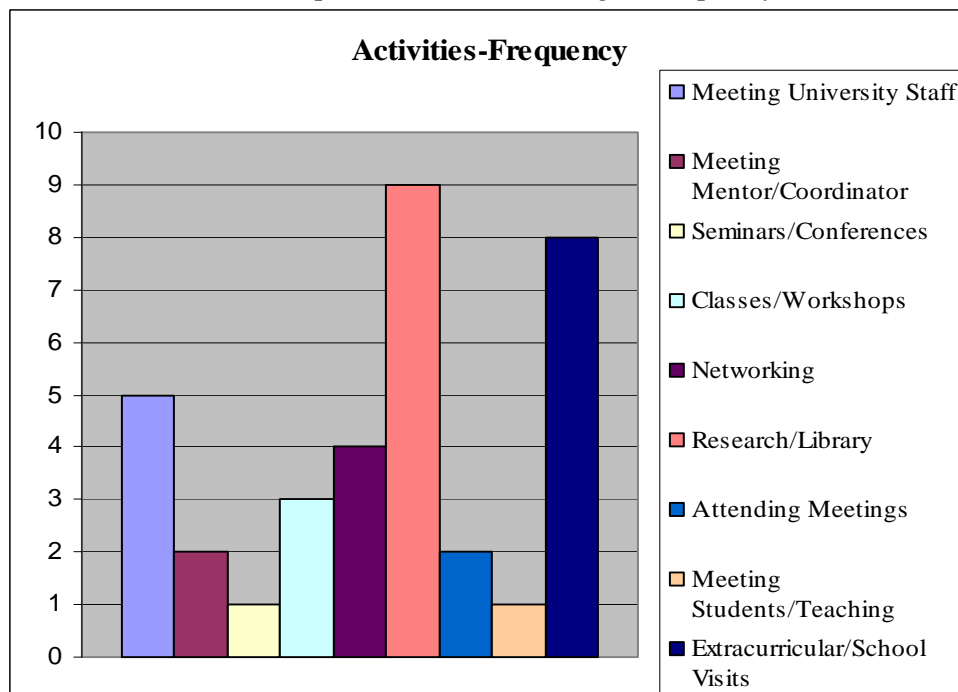


Chart 15: Top 5 Activities According to Frequency (Cohort 2)

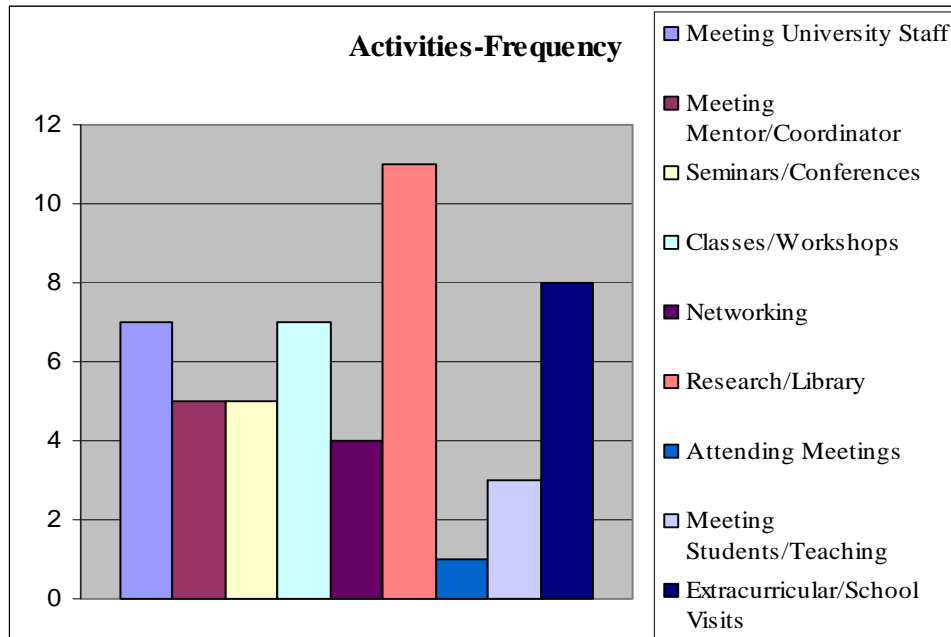
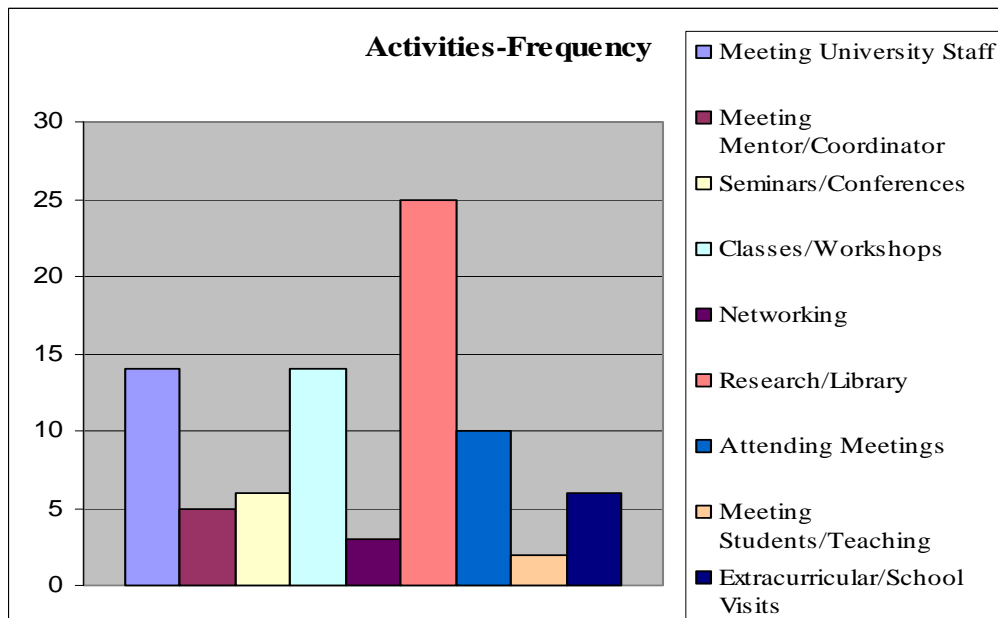


Chart 16: Top 5 Activities According to Frequency (Cohort 3)



Changes Which the Fellows Have Made/Planning to Make at Their Home Institutions

The Fellows reported similar changes, both purported and planned, to their home institutions. Based on the types of activities the Fellows undertook during the program, the majority of the responses addressed instructional and administrative changes. More specifically, a recurring theme was a change in the process or procedure, whether it was

teaching methodology or to interpersonal relationships with both students and staff. Certain changes involved “physical” additions or activities (e.g. creating student counseling centers, conducting workshops); however, the majority of responses reflected “changing the culture” at their home institutions. (Table 5)<sup>4</sup>

Table 5: Enacted/Projected Changes to the Fellows’ Home Institutions (Selected Examples)

Types of changes	Enacted	Projected
Instructional	<ul style="list-style-type: none"> <li>• Syllabus redesign to be more student centered</li> <li>• More technology-assisted teaching</li> <li>• Offering more courses from abroad</li> <li>• Improved academic quality of the syllabi and handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Providing programs to help students and faculty to be more ethical and global</li> <li>• Helping students improve their reading and writing skills</li> <li>• Promoting more research-based activities</li> <li>• Improving the academic quality of instruction</li> <li>• Having faculty focus on professional development and preparing organized lessons</li> </ul>
Institutional	<ul style="list-style-type: none"> <li>• Creating a more democratic atmosphere at work</li> <li>• More transparency in the administrative decision making process</li> <li>• Helping administration better identify and accept changes needed in management and instruction</li> <li>• Sharing of resources (brought back from the host institutions) amongst colleagues</li> <li>• Mentoring programs for junior faculty</li> <li>• Promoting more research-oriented professional development</li> <li>• Conducting lectures, workshops, orientations for staff and faculty</li> <li>• Promoting more PD and improved lesson/curriculum designs</li> <li>• Greater emphasis on research</li> <li>• Developing critical thinking skills</li> <li>• Setting up offices for student</li> </ul>	<ul style="list-style-type: none"> <li>• Redefining the school’s missions, visions, and goals to be more explicit</li> <li>• More international or global perspectives</li> <li>• Greater communication between administration and staff</li> <li>• Performance-based incentives for faculty</li> <li>• Written performance evaluations of staff and programs</li> <li>• Modeling of best models to improve better teamwork within the administration</li> <li>• Developing a research group to collect research materials for the department</li> <li>• Having faculty be more research oriented</li> <li>• Coordination between faculty teaching similar subject</li> <li>• A professionally staffed student guidance and counseling center</li> <li>• Electronic identity cards for students and staff</li> <li>• Making administrative/staff meetings shorter and more efficient</li> </ul>

<sup>4</sup> Note: There will be some crossover between enacted and projected changes

	<p>activities and needs(e.g. counseling/advising)</p> <ul style="list-style-type: none"> <li>• Increasing quality and standards expected of the faculty and students</li> <li>• Establishing more democratic processes in the administration (e.g. 2-way feedback structures)</li> <li>• Promoting a more welcoming environment for both students and staff</li> <li>• Developing greater alumni support and external donations</li> <li>• Greater collaboration other departments, faculty, and institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Compiling an improved and more comprehensive handbook for international students</li> <li>• Integrating international resources on campus to form a network of information and establish channels for effective communication.</li> <li>• Improving customer service to be more professional, respectful, and responsive</li> <li>• Promoting the school to alumni, parents, and potential students</li> <li>• Developing an integrated enrollment services practice</li> <li>• Implementing a more computerized system for libraries and administration</li> </ul>
Interpersonal	<ul style="list-style-type: none"> <li>• Fostering greater teamwork and collaboration</li> <li>• More delegation of responsibilities to colleagues</li> <li>• Developing a culture that views reform across the “whole school,” rather than just within a “department”</li> </ul>	<ul style="list-style-type: none"> <li>• Improving facilities and programmatic offerings for the female students at school</li> </ul>

The Fellows were unanimous in their agreement that the program helped them make changes (or in planning to make) in their home institutions. Exposure to other institutions appeared to be the most commonly reported reason behind this. More specifically, Fellows believed that the opportunity to see new systems of instruction, administration, and leadership gave them both a level of technical understanding as well as increased motivation in making changes when returning home. Additionally, the changes are reported as still being in effect.

#### Comparability of Host and Home Institutions

When differences were noted, the responses in this section reflected the physical differences that larger institutions sometimes have over smaller counterparts: types and quality of facilities available for use (e.g. better-equipped libraries and classrooms/labs), and greater access to resources (e.g. data, professional networks). In general, “bigger” schools were able to provide “more” than the Fellows’ home institutions. Some examples included more “technology” in the classroom, greater availability of funding, larger buildings and subsequent workspace, and better overall quality of the infrastructure.

Other reported differences were in administrative styles, management structures, and interpersonal relationships between staff and administration. Fellows reported more open or approachable relationship within their host institutions, especially between the administration and staff. Overall, the Fellows noted it was easier not only to approach the administration, but also regarding collaboration; others described their host institutions as having “more

democratic governance,” “more camaraderie” amongst the staff, and the use of full-time administrative staff, which permitted faculty to focus on teaching and/or research.

#### Type of Networks Made and Sustainability in Maintaining the Networks

The networking reported in this survey was similar to what had been previously reported. Namely, the linkages were developed when the Fellows “met” other individuals in the field (e.g. Fellows, professors, administrators); and primary maintenance of these networks is through email correspondences. It is somewhat unclear whether these have developed more into personal rather than professional networks. For example, one Fellow reported contacts limited to occasional emails and Christmas greetings. A number of Fellows reported establishing exchange programs or “visits” with other institutions. However, the sustainability is also unclear as these appear, for the most part, to have been one-time occurrences.

#### Significant personal or professional changes the Fellows have made

A majority of the Fellows’ responses highlighted positive attitude changes. The Fellows reported a greater sense of confidence in their abilities as well as in bringing change back to their home institutions. The Fellows described becoming more “energized” or “proactive,” particularly in regards to their work. (Table 6)

Table 6: Personal or Professional Changes Fellows Have Made Due to the Program

- Increased confidence
- Better leadership
- Increased motivation/initiative/interest in the profession/department
- Greater willingness in sharing/collaboration
- Improved teaching
- Being more open-minded/global thinking

#### Three Thoughts Fellows Have About the Program

The Fellows’ responses in this section have been expressed in other evaluations and during the annual conferences. The recurring themes were opportunity and experiences. The Fellows acknowledged the how the program allowed them to experience more engaging and rewarding professional and personal development. International exposure was especially important to the Fellows, which many described as being “fortunate” or “lucky” to have been chosen. Furthermore, the Fellows were very grateful to their host institutions and the United Board. (Table 7)

Table 7: Fellows’ Thoughts about the Program

- Once-in-a-lifetime opportunity
- Amazing international experience
- Positive experiences with host institutions/United Board
- Opportunity for future self development
- Chance to meet, learn and share

## Negative Feedback

Critical feedback was generally limited to the Fellows' home institutions regarding difficulties in applying what they had learned from the host institutions (e.g. home administrative structures or attitudes that were resistant to change, differences in workplace attitudes). One Fellow reported thoughts of "so much discouragement" back home. The Fellow added that the experiences and knowledge gained from the host institutions were tempered by a "lack motivation by the home institution to apply the knowledge/experience or to fully participate in the process of institutional development."

There was very little critical feedback specifically regarding the program itself, with the only "critical" remarks coming from three Fellows from Cohort 3. There responses are as follows:

- The "unstructured program" depends on the Mentor and Fellow; however, the program design was "quite weak" because incompatibilities between institutions did not permit the Fellow to best practices back home
- Mentor/Coordinator did not give Fellow "specific tasks" to help understand best practices of the host institution; Fellow was "limited to interviews, feedback sessions, and interaction with the Mentors"
- Fellow was not given "specific tasks" but given only introductions and orientations of the host institution
- Fellow was expecting "active participation" in academic work and life of the host institution
- Fellow was unable to meet with the President or Vice President of Academic Affairs because the Coordinator reported "not having enough courage" to schedule these appointments.

An additional two Fellows (Cohort 1, 3) reported "no significant changes" in personal or professional characteristics since returning back home. These were the only response from all questionnaires where the Fellows explicitly stated that nothing had changed. One Fellow (Cohort 1) reported that all proposed changes required approval from the administration and that "no dramatic changes" had come from program participation. The second Fellow (Cohort 3) still had yet to complete the second half of the program, so this response should be interpreted accordingly.

## **3. Recommendations**

This impact evaluation should be used to provide a snapshot of the impact the Fellows Program has had on the participants. The open-ended responses provided a general understanding of the recurring themes that are similar to each cohort. It would be helpful to take these themes to help frame future evaluations. Utilizing a Likert-scale may provide more precision in the analysis, particularly as this initial impact evaluation required some speculation when trying to both understand and interpret the Fellows' responses.

Based on previous experiences, Fellows are more likely to focus on the positive aspects of the program. As a group, they tend to be more glowing and optimistic than negative. However, it may be helpful to develop questions that explicitly ask for critical feedback of the program in terms of its professional and/or personal impact. These questions

can help put more perspective in the possible weaknesses of the program (e.g. networking). Additionally, funding concerns (e.g. request for conference funds) will likely be a common response and do not need to be included.

It would be helpful to determine a working definition of “impact” for the United Board in regards to the Fellows Program. For example, it is difficult in the scope of this evaluation to accurately determine the level of impact regarding the changes made (or being planned) in the Fellows’ home institutions. In particular, measuring impact due to changes in “attitude” or “culture” present certain difficulties, especially considering the different contexts and cultures of the Fellows’ home institutions.

Program impact can be measured also in its effects on changes in the Fellows’ home institutions. If Fellows are selected for (or nominated as a result of) expected or potential leadership positions, then program participation would appear useful for these future leaders. They gain personal and professional development, and their leadership positions would help them enact changes to their home institutions. However, not all Fellows moved into higher positions. The program did not seem to assist in one Fellow’s expected appointment into a higher position, and reported being “honed” for position as Dean but was not assigned it upon completing the program. Additionally, a few Fellows entered PhD programs, which reduced their administrative or teaching roles. Titular changes aside, there are still questions regarding the ability to make, as well as magnitude and sustainability of, institutional changes as a result of program participation. Further research should be done on the actual effects the Fellows have had since completing the program.

#### **4. Limitations of Study**

##### Response Rate of the Questionnaires

The overall response rate from the three cohort was 56%, which is somewhat low given the Fellows have generally returned questionnaires at a higher rate in the past. Additionally, it was difficult to determine whether the declining response rates of each preceding cohort produced a representative sample upon which to base the evaluation. Given the qualitative nature of the evaluation, as well as the similarity of responses in the questionnaires received, it did not appear the low response rate presented any significant limitations to this study. Nonetheless, increasing response rates should be a consideration for future evaluations.

##### Open-Ended Responses

Primary reasons behind using open-ended questions were to permit the Fellows to establish the framework for assessment, and to determine the types of responses that could be presented in a scaleable (i.e. Likert) format for future evaluations. Allowing the Fellows to respond freely presented rich narratives in better understanding how the program impacted their professional and personal development. However, there was the possibility of misinterpreting the responses, particularly without the benefit of follow up interviews and/or quantitative assessments (i.e. numerically-scaled responses). While responses were grouped according to similar themes, it did require a certain amount of speculation. As such, this may have affected the interpretation of the responses.

## Appendix A: Instruments

### Impact Survey Questionnaire

1. What are three personal or professional aspirations you hoped to accomplish during the Fellows Program? Please rank them according to importance.
2. Did these aspirations change during your time as a Fellow? Please explain.
3. Did you satisfy these aspirations by the time you finished the Fellows Program? Please explain.
4. What are the top five activities you spent most of your time doing or developing during the Fellows Program?
  - a) Please rank them according to their importance towards your professional development.
  - b) Now rank them according to frequency (time spent doing each activity).
5. **For 2002-2004 and 2004-2006 Fellows:** What are some of the changes you made to your workplace after you completed the Fellows Program?
  - a) How instrumental was the Fellows Program in helping you make these changes?
  - b) Are these changes still in effect, or have they changed or been discontinued? Please explain.

**For 2006-2008 Fellows:** What are some of the changes you are planning to make to your workplace after you complete the Fellows Program? How instrumental will the Fellows Program be in helping you make your planned changes?

6. Were there times when you felt certain aspects (e.g. administrative style, facilities, faculty, workplace atmosphere) of your host institution were too different than your home workplace? Please describe each host institution for this question.
7. Please describe the networking and contacts you made during the Fellows Program, including whether your host institutions or other Fellows have maintained contact with you.
8. What are three thoughts that come to your mind when you think about the Fellows Program?
9. What are three of your personal or professional characteristics that have significantly changed since returning to your home institution?