

Dear District or Multi-District Chair,

As you know, a group guided by NAYEN, EEMA, ABIJ, RYEMT, and other Rotary Youth Exchange organizations has been conducting a survey for a few years now to try to determine causes for the overall increase in the number of early returns of Rotary Youth Exchange students. It is my pleasure to present the enclosed results of this effort. The data represents 4045 responses to the survey that were submitted in the last few years including 518 responses for the current reporting period\*\*.

The data includes reports of exchanges dating from 2000 to 2017, although the majority of those are for the last few years. The data includes responses up thru August 2017. Any responses received after that will be included in the survey results next year.

This year we created graphs for the current reporting period\*\* only. There was a total of 518 responses for this period. This year we generated only one set of graphs of the cumulative global data, and 51 sets for active groups\*\* (25 Districts, 8 Multi-Districts, 17 Countries, and EEMA) for the current year. Where the country and the multi-district are the same, we generated only host country graphs.

The survey offers a chance to see strengths and weaknesses inside our exchange program. Most of those weaknesses, that you can influence most easily in your own district, you will find in the reports of your INBOUND students. You can set priorities and can take action on those points. Students report about the "Value of the Exchange to themselves", about their "Support by their Clubs and Counselors", about the conditions with their "Host Families", about their "Experience in School", etc. All of that happens within your own district and within your clubs.

From many replies so far we find some main points of conditions in need of improvement, like the "Support by Clubs" and the "School Performance". There is much content with the host parents. In general, only a small number of them (some 10 - 15 %) appear - in the eyes of the students - not suitable or capable for hosting, and they can make life miserable for the students. This would indicate that the selection of good host parents - we know this is not at all easy - is of utmost importance. But more important than the global picture for you is the one within your own district.

The range of answers to districts between highest and lowest can be enormous. In addition to graphs you may also get written comments by the students for all of these points, most of them about excellent conditions, some of them however report very distressing ones.

We do not disclose how every district is performing for reasons of discretion (we also don't disclose identities of students); we don't entertain a showdown of best and worst districts but we provide a tool for those who want to improve conditions in their districts.

You should have received the following files:

- A. This letter and the survey questions (in six languages)
- B. Global result graphs  
Showing the average responses to the major questions across all the responses received. This also includes high and low scores (see explanation below).
  - o B1 – global results cumulative over the last few years

- B2 – global results for the current reporting period\*\* only  
note that there are no individual results for the calendar year exchanges only, as there were too few responses, they are merged with the school year data.
- C. Hosting group\*\* graphs (cumulative)  
The cumulative graphs were not generated for individual groups this year. If you want a set of cumulative graphs for your group, please contact Norm Samuelson to request it.
- D. Hosting group\*\* graphs (for the current reporting period\*\*)  
These graphs are for the current reporting period\*\* only, and compare your group with the global results for just the current year.
- E. A list of the individual responses to the open-ended questions for each active group\*\* for the current reporting period\*\*.

You will not receive the names of students who responded. We promised the respondents that their identity would not be released. That means we will also not release the host district number and sponsor district number with any other responses, because in many cases that pair of district numbers would be sufficient to identify the student. If you want to see the raw data for your district or multi-district, we can send you a copy with all that identifying information removed.

#### **What do the scores mean? How were they computed?**

Most of the major questions had answers in the range 1-5, where 1 is strongly disagree thru 5 strongly agree. The responses are added, divided by the number of responses to get an average, then shifted to a scale from -100% (strongly disagree) to +100% (strongly agree). That means that a positive score shows that the majority of the responses were in agreement with the question, and a negative score shows the majority were disagreeing with the statement.

#### **What are the high and low scores?**

On the majority of the graphs in the global files there are three columns for each value. On the left (blue) is the lowest score of any district, in the center (red) is the global average, and on the right (green) is the highest score of any district.

We evaluated the responses from each district that hosted five or more students who responded to the survey. For each question we recorded the lowest and highest scores for any of those districts. There was no district that got all the lowest scores, and no district got all the highest scores. The intent of including that data was to show not only the overall average, but also the range of the responses. While overall the average score on each of the questions was generally positive, it is useful to note that there were many negative responses also, and in some districts, the scores on some questions are negative. These show areas that might need some effort toward improvement. That is the main purpose of the survey, to help you identify things you can correct to help make Rotary Youth Exchange the best program it can be.

#### **What did the survey ask?**

The survey is made up of three major parts. First, Questions 1-8 identify demographic information, including the host and sponsor districts and countries. Second, Questions 9-20 ask about the student's experience. Those questions are primarily graded on a scale from very negative to very positive. Third, Questions 21-29 are related directly to early returns. The number of students answering those questions is generally lower than the preceding questions, as most students surveyed did not return early (although some of them answered these questions anyway).

The results in this group (21-29) of questions are shown as what fraction of students who answered each question gave a specific response. This can be much higher than if it were shown as what fraction of those responded to the survey. For example, since less than a third of all students answered Question 29, if we looked at the overall count, the fraction of all the students who said a new host family would help would be around 11%, but the fraction of students who answered this question, over 38% said a new family would help. Please keep that in mind and consider the number of responses to each question to determine the significance of those answers.

Also, please remember that this is not a random sample of all exchange students, but a sample selected first by the host and sponsor districts who asked their students to complete the survey, then by the students themselves, in choosing whether or not to complete it. It may be that those who were unhappy might be more (or less) inclined to respond to the survey.

Finally, the last two questions, Q30 and Q31, were not included in the results for each group. Those questions were not included in the earlier surveys completed by the majority of students. The number of responses to those questions was low enough that we did not feel it practical to include them in the group results, so we only included the global results of those two.

### **What should you do with this data?**

It is not very useful to collect data then ignore it. The intent of this survey is to help your group identify areas of your program that could make major improvements. Please look for those areas that need improvement, then make plans to make the changes needed in your group\*\*.

### **Finally**

We sincerely hope that you will find this data useful. We are open to suggestions regarding how this survey can be improved. We use six surveys which differ only in language (English, French, German, Italian, Portuguese, and Spanish, with students choosing whichever language they want). We plan to continue to administer the survey in this way, so in the future you can ask all your students (inbounds and outbounds) to visit our website, [www.YouthExchangeSurvey.info](http://www.YouthExchangeSurvey.info), to complete the survey. As we make changes in the survey in the future, we simply put the link to the latest survey on that website, so respondents will always be working on the latest survey.

While we have received many responses to this survey, we would like to encourage greater participation in the future. We would very much appreciate it if you (or a person who is personally close to the

students) would ask all your inbound and outbound students to complete the survey preferably during the last few months of their exchange (or shortly after returning home).

While all the reports are related to the host district, we ask all districts to ask both their inbound and their outbounds, because every one of your outbounds is some other district's inbound, and their host district may or may not have asked them to take the survey.

**\*\* Explanation of terms:**

- Current Reporting Period - a combination of 2016 calendar year exchanges and 2016-2017 school year exchanges.
- Group - District or multi-district or country or region (EEMA)
- Active group - a group for which we have received at least five responses for the reporting period.

Survey Committee:

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