

GROUP #1

Reflect on these questions and discuss in your group:

How do **your program's** learning goals connect with **institutional** mission/goals? Are they consistent?

Students will develop intercultural communication skills during their study abroad program.

The University of North Georgia, a regional multi-campus institution and premier senior military college, provides a culture of academic excellence in a student-focused environment that includes quality education, service, research and creativity. This is accomplished through broad access to comprehensive academic and co-curricular programs that develop students into leaders for a diverse and global society.

Select one of your program goals and write them as a learning outcome. Discuss how and when to measure.

Study abroad participants will be able to communicate effectively and respectfully with individuals of different cultural backgrounds in a variety of contexts.

GROUP #2

Reflect on these questions and discuss in your group:

How do **your program's** learning goals connect with **institutional** mission/goals? Are they consistent?

Group recorder: *Insert text here*

Select one of your program goals and write them as a learning outcome. Discuss how and when to measure.

CNU operates with four projected learning outcomes for study abroad programs. Programs (whether operated within CNU or externally) must meet at least two of these goals; faculty select which two they want to meet. For example, CNU operates a program in Brussels, where students write comparative essays that capture student growth during their experience.

GROUP #3

Reflect on these questions and discuss in your group:

How do **your program's** learning goals connect with **institutional** mission/goals? Are they consistent?

Increase awareness and appreciation of the diverse world where all are interdependent.

Select one of your program goals and write them as a learning outcome. Discuss how and when to measure.

Pre and post survey? Intercultural competence and academic learning. AAC&U Model Intercultural Knowledge and Competence Rubric. Look at attitudes such as curiosity and openness using a likert scale 1-4.

Example: "Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflects multiple cultural perspectives."

Measure the complexity of questioning and curiosity of a student after their participation. Possibly a mix of qualitative and quantitative.

GROUP #4 Megan & Alisa

Reflect on these questions and discuss in your group:

How do **your program's** learning goals connect with **institutional** mission/goals? Are they consistent?

USF - Global Citizenship Quality Enhancement Plan aligns with developing intercultural competence through study abroad.

Select one of your program goals and write them as a learning outcome. Discuss how and when to measure. Group recorder:

Study abroad participants will be able to communicate effectively and respectfully with individuals of different cultural backgrounds in a variety of contexts.

How to measure (tool): Journaling, survey (GEMS)

When to measure: Pre/Post-test

GROUP #5

Reflect on these questions and discuss in your group:

How do **your program's** learning goals connect with **institutional** mission/goals? Are they consistent?

- *Notes: The differences between a unit's LO versus a program's LO may have different impacts or expectations. Aligning with goals/assessment strategies of the materials we pull from.*
- *Institutionally: An example: "student participants will have an experience that will shape their growth and understanding as global citizen, capture this shift and growth through assessment; this LO is aligned with the institution's broader goal of providing transformative experiences."*
- *Programmatically: faculty-led programs lend best here, where academics/content are more specific/defined, and furthermore integration into the host country impacts learning, and is assessed. Example, Honors College program (short-term Spring Break) in Florence focus on Dante; not sure of alignment yet*

Select one of your program goals and write them as a learning outcome. Discuss how and when to measure.

- *Measure pre- and post through surveys; compare to intended LO*
- *Program Example: Honors College program (short-term Spring Break) in Florence focus on Dante; academic content with supplementary learning; in-person; pre- and post assessment for LO (surveys, academic assignments)*
- *LO Example: "Student participants will have an experience that will shape their growth and understanding as global citizen, capture this shift and growth through assessment (surveys, academic assignments)"*

GROUP #7

Reflect on these questions and discuss in your group:

How do **your program's** learning goals connect with **institutional** mission/goals? Are they consistent?

- *Yes, they are connected. But is it consistent? Unsure.*
- *One challenge is that offices are putting assessment on the backburner due to the current crisis (e.g. focusing more on health and safety)*
- *One question posed to the group: do you have learning goals that are overarching across all programs? Or does each program have specific goals?*

Select one of your program goals and write them as a learning outcome. Discuss how and when to measure.

- *Program Goal: campus students engage with global alumni*
- *Learning Outcome: Program students can identify networking and global career opportunities.*
- *How to Measure: through surveys to both current students and alumni (e.g. first destination surveys)*
- *When to Measure: pre-program, post-program*

GROUP #8

Reflect on these questions and discuss in your group:

How do **your program's** learning goals connect with **institutional** mission/goals? Are they consistent?

Democracy and inclusion:

Select one of your program goals and write them as a learning outcome. Discuss how and when to measure.

Improved Self-efficacy of a vocational skill

GROUP #9

Reflect on these questions and discuss in your group:

How do **your program's** learning goals connect with **institutional** mission/goals? Are they consistent?

All of us - Program learning goals are still being defined

Denver started something called the 4D - advancing intell. growth (critical inquiry, problem solving, adaptability, etc), explore character (ability to live, work, and collaborate across differences), promoting wellbeing, pursuing careers and lives of purpose

Northwest Nazarene University - "transformation of the full person" has good alignment with study abroad - hard to measure and assess without seeing students in the full lifecycle

Southern Nevada - "empower Stus to succeed, prosper, and achieve" → needing to drill down into program outcomes

Select one of your program goals and write them as a learning outcome. Discuss how and when to measure.

Students will be able to hold varying perspectives, recognizing underlying tensions, strengths, and values in each.

Testimonials (written or video) and advising sessions could capture this.

Pre- and post- assessment questions for virtual programs

IDI - one-hour course with reflective work to assess cultural and personal gains. Working with faculty or providers would be a good way to get a feel for this outside of the classroom.

GROUP #10

Reflect on these questions and discuss in your group:

How do **your program's** learning goals connect with **institutional** mission/goals? Are they consistent?

Sustainable travel programs

Centering campus globalization with faculty involvement

Addressing racial justice and inequities across campus

Select one of your program goals and write them as a learning outcome. Discuss how and when to measure.

Building in sustainability learning outcomes for all programs

Focus on faculty-led program offerings

Develop racial justice learning outcomes to apply to faculty-led programs

Student comprehension of international dimension from study abroad experience

Developing a common learning for all study abroad students despite the program/location

Identify barriers to participation - pre-departure learning and preparation

GROUP #11

Reflect on these questions and discuss in your group:

How do **your program's** learning goals connect with **institutional** mission/goals? Are they consistent?

Each SA program has their own goals; department (Global Programs and Studies) goals connect to institutional goals, but perhaps not each program.

SA program has mission statement/goals to large institutional goals—broad goals of transformation. So the goals on different levels may be only tangentially related.

Recent revamp of goals and alignment. 6 categories, with 3 goals for each. Mapped it onto institutional goals/outcomes. Outside resources were also matched.

Program goals are connected to institutional goals in a broad way.

Select one of your program goals and write them as a learning outcome. Discuss how and when to measure.

Increase access to international/global learning opportunities to historically underrepresented students, measured through participation in study abroad programs and other global learning activities. Work with academic advising center to track students progress through the program, including participation in global learning, retention.

Students will be able to articulate self-culture values and communication styles preferences. Measured with IDI, coursework pre/during/post global learning activities.

GROUP #12

Reflect on these questions and discuss in your group:

How do **your program's** learning goals connect with **institutional** mission/goals? Are they consistent?

We are in the process of designing learning goals that align with our institutions goal of helping students be successful and discovering their life's work.

Select one of your program goals and write them as a learning outcome. Discuss how and when to measure.

Program Students can understand and analyze how cultural experiences apply to future academic, professional, and personal growth.

GROUP #13

Reflect on these questions and discuss in your group:

How do **your program's** learning goals connect with **institutional** mission/goals? Are they consistent?

****RCCD - new programs/admin was asking how program contributing/prog review. College doesn't mention study abroad/internationalization but mentions 'citizen of the world'. Exposure to cultural diversity, independence, etc. . Hamilton in France program (language)- pledge to speak French.*

Overall: Have some loose connections with mission/goals but not consistent.

Select one of your program goals and write them as a learning outcome. Discuss how and when to measure.

Cultural Diversity, institutional Expression

Overall (Hamilton example): Students shown improved language acquisition as seen by increased language testing scores

GROUP #1

Reflect on these questions and discuss in your group:

Of the three phases of an assessment plan (pre-, concurrent, and post-program), which would you most want to improve/build out first?

- *most interested in the post to help with program improvement*
- *pre is important to set the tone and help get the results we want at the end of program*
- *depending on institutional context, focusing on pre, concurrent, post will*

How would you use comprehensive assessment data to tell a story about your program(s)?

Prospective study abroad students can more easily recognize the value of gaining these marketable skills in their future career and/or education.

GROUP #2

Reflect on these questions and discuss in your group:

Of the three phases of an assessment plan (pre-, concurrent, and post-program), which would you most want to improve/build out first?

Christopher Newport University (CNU) already has concurrent and post-program assessments through providers and faculty, so they are hoping to improve upon pre-program assessments. CNU is accomplishing this through requesting artifacts from faculty for faculty-led programs; these artifacts would assist in evaluating program learning outcomes. CNU simultaneously operates a survey for students and is currently assessing which is most effective at assessing outcomes.

How would you use comprehensive assessment data to tell a story about your program(s)?

GROUP #3

Reflect on these questions and discuss in your group:

Of the three phases of an assessment plan (pre-, concurrent, and post-program), which would you most want to improve/build out first?

We will begin with the post-program evaluation.

Intercultural competence and academic learning. AAC&U Model Intercultural Knowledge and Competence Rubric. Look at attitudes such as curiosity and openness using a likert scale 1-4.

Example: "Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflects multiple cultural perspectives."

How would you use comprehensive assessment data to tell a story about your program(s)?

GROUP #5

Reflect on these questions and discuss in your group:

Of the three phases of an assessment plan (pre-, concurrent, and post-program), which would you most want to improve/build out first?

Concurrent: Blogging/journaling (especially for students not on faculty-led programs)- could be important to develop questions/prompts based on beginning of experience or later into it.

Pre- and Post- program: using standard assessment tool

How would you use comprehensive assessment data to tell a story about your program(s)?

GROUP #6

Reflect on these questions and discuss in your group:

Of the three phases of an assessment plan (pre-, concurrent, and post-program), which would you most want to improve/build out first?

Post Program: Need to assess the program and see how you did. We have a satisfaction tool to measure quality but we need to work with faculty more closely to refine the tool. We try to share feedback with faculty but faculty is responsible to implement changes.

Offer differentiated survey types based on the type of the program. Faculty-led program survey, provider or exchange program, and conferences.

Taking feedback and making sure students are meeting with advisors to prepare advisors and future students.

Course evaluations are not always used for study abroad assessments. Evaluating student goals during

How would you use comprehensive assessment data to tell a story about your program(s)?

GROUP #7

Reflect on these questions and discuss in your group:

Of the three phases of an assessment plan (pre-, concurrent, and post-program), which would you most want to improve/build out first?

Pre - measuring learning before so we can better understand learning growth after

We have a lot of this data already - but it's not put together in an intentional way. Putting together the different strategies we use into a more comprehensive assessment strategy (so concurrently?)

Focus on outcomes tends to be on academics - developing assessment of intercultural learning and personal development will be a focus

How would you use comprehensive assessment data to tell a story about your program(s)?

We would use this data to market our programs to current students, as well as to prospective students and their families

GROUP #9

Reflect on these questions and discuss in your group:

Of the three phases of an assessment plan (pre-, concurrent, and post-program), which would you most want to improve/build out first? Group recorder: *Angelo*

Pre-program, because that will give me time to build out others too.

Post-program, maybe because our students tend to go in Fall. This could be used as a baseline

Concurrent, because I think this is where my capacity is right now, leveraging center staff/exchange & provider partners.

How would you use comprehensive assessment data to tell a story about your program(s)?

GROUP #10

Reflect on these questions and discuss in your group:

Of the three phases of an assessment plan (pre-, concurrent, and post-program), which would you most want to improve/build out first?

Post - need the outcomes for faculty to develop the courses

Pre/Post to show learning, alignment with goals

How would you use comprehensive assessment data to tell a story about your program(s)?

Pre-departure orientation to engage students and administer

Pre- adding to the student application (would vary depending when a student applies)

GROUP #11

Reflect on these questions and discuss in your group:

Of the three phases of an assessment plan (pre-, concurrent, and post-program), which would you most want to improve/build out first?

Current program assess pre and post, but we would like to develop the concurrent assessment. Each program is different (partner programs vs institutional programs).

How would you use comprehensive assessment data to tell a story about your program(s)?

GROUP #13

Reflect on these questions and discuss in your group:

Of the three phases of an assessment plan (pre-, concurrent, and post-program), which would you most want to improve/build out first?

Pre and Post are top priorities. Currently in process of looking at assessments.

CWRU: No assessments for faculty-led. Pre/Post for semester long.

Hamilton: Starting with pre...and hope to add post later. Difficult to do qualitative assessments.

RCCD: The most was a brief post program survey (response rate was low). During would be hard to convince faculty to add into already busy/curriculum

Small staff is an issue. Working with faculty is an issue. Top down concerns to support/survival of program.

How would you use comprehensive assessment data to tell a story about your program(s)?