Assessing Student Growth and Development Abroad

Session 2 of a 4-part Series

From Theory to Practice: Assessment and Evaluation for Study Abroad Programs

#LaunchIDEASabroad

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Chat

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IDEAS Program

A program of the U.S. Department of State Bureau of Educational and Cultural Affairs, USA Study Abroad branch

Seeking to expand higher education institutions' capacity to grow and diversify study abroad programs for U.S. students

- Increase number of students studying abroad from underrepresented groups

- Increase the number of U.S. higher education institutions offering study abroad programs

- Expand study abroad to new overseas destinations, particularly those that are less common

Grant Competition

- Approx. 40 grants of up to $35,000

Capacity Building Initiatives

- Virtual and in-person, open to everyone

USA Study Abroad

Mission:

To advance U.S. foreign policy goals by increasing and diversifying U.S. study abroad through programs for both individuals and institutions and to support the next generation of diverse American leaders to gain the knowledge and skills they need to succeed in a globalizing world.
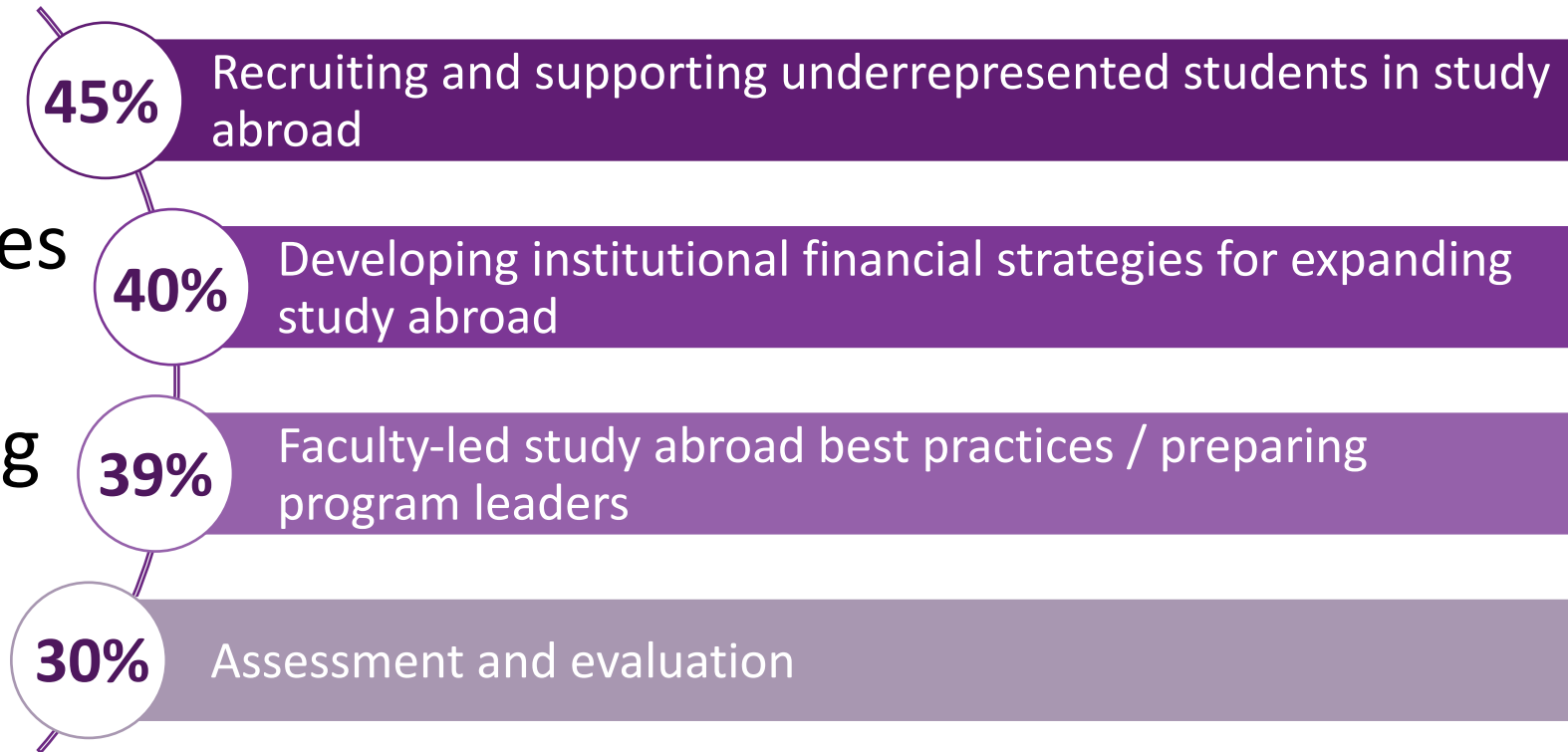
Rebecca Johnson

Program Officer
USA Study Abroad
U.S. Department of State

IDEAS Program 2021 Study Abroad Needs Assessment

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Priorities for Training

45% Recruiting and supporting underrepresented students in study abroad

40% Developing institutional financial strategies for expanding study abroad

39% Faculty-led study abroad best practices / preparing program leaders

30% Assessment and evaluation

Today's Facilitators

Professional and Graduate Education
Mount Holyoke College

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Roberto Mugnani

Director of New Programs
Lead Facilitator

Amy Asadoorian

Marketing & Communications
Monitoring the chat

Dr. Tiffany Espinosa

Executive Director
Facilitator

Jill Cooney

Administrative Systems
Monitoring the chat

Welcome to Assessing Student Growth and Development Abroad

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If your institution has articulated learning outcomes for education abroad, does it have an assessment plan to measure achievement of learning outcomes?

Education Abroad U.S. Institutions
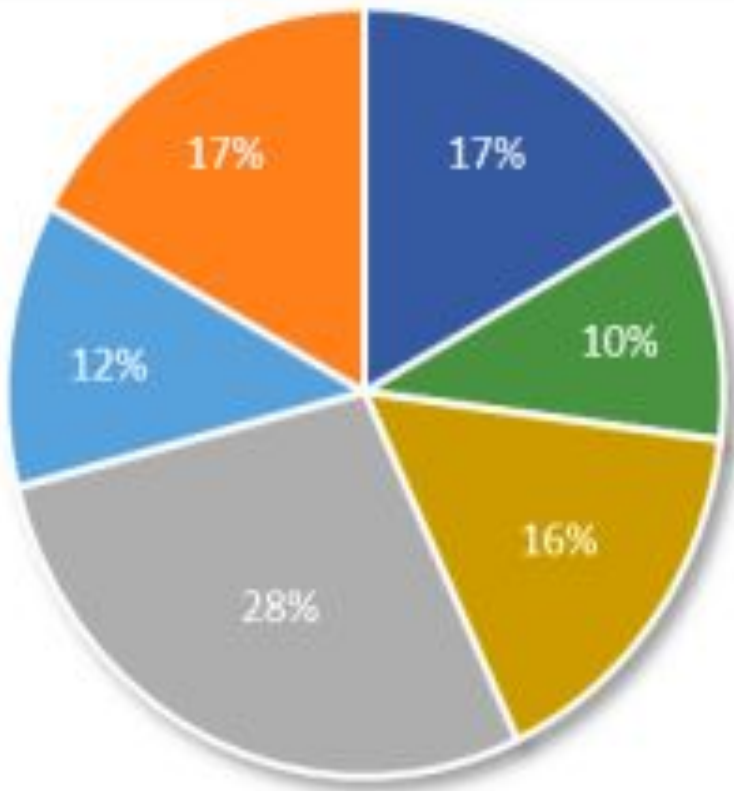
- Yes, completed (17%)
- Overall, not specific (10%)
- Some programs, not all (16%)
- Not yet, but in progress (28%)
- Not at all (12%)
- NA (17%)

(Forum on Education Abroad, 2018)

Assessing Student Growth and Development Abroad

## Goals of this session

To explore:

● Frameworks and tools to assess students' social, emotional and learning growth

● Strategies to ensure that students are aware of and more intentional about learning

● Assessment and evaluation methods to document, support and gain insight into students' growth

Framing

What do we mean by <u>student learning</u>?

- Intercultural Competence

- Academic Learning

- Student Identity Development

Global
Intercultural Competence

Community
Academic Learning

Individual
Student Identity Development
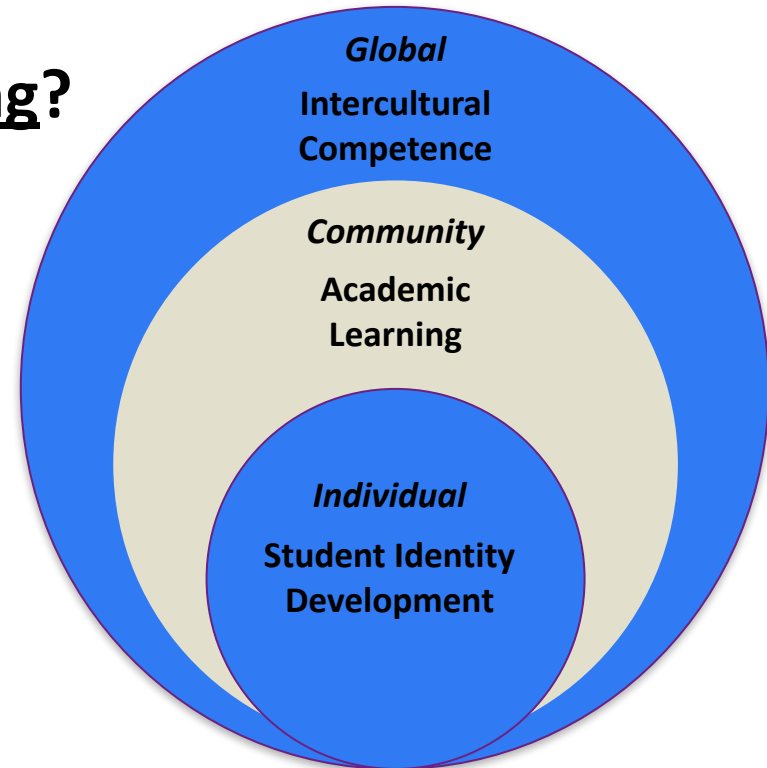
Adapted from Spheres of Influence Activity (Adams, Bell, Goodman, & Joshi, 2016)

Why Assess Student Learning?

We need:

- feedback to improve and refine our programs

- testimonials to market our programs and recruit a wide range of students

- to measure and demonstrate our adherence to best practices in the field

A Study Abroad office is part of a larger higher education institutional ecosystem, and student learning is integral to that institution's mission.

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Where to start?

Assessment Process

Make Modifications

Interpret the Data

Collect Data & Evidence

Articulate Goals and Objectives

Develop an Assessment Strategy

1. **Articulate goals and objectives for your institution and program**

   a. Are they consistent with each other?
   b. What do we want our students to know by the end of the program?

2. **Develop an assessment strategy**

   a. Write measurable learning outcomes from those goals
   b. Develop a mix of appropriate assessment tools and strategies
   c. Utilize a learning process framework
   d. Consider inviting input from campus partners or others

Student Learning Outcomes and Assessment

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Process of writing outcomes

1. Introduce the <u>"who"</u>   <u>Program students</u>

2. Add an observable or measurable <u>action</u>   can <u>analyze</u> and <u>compare</u>

3. Describe the <u>learning</u>   <u>host</u> and <u>home country communication styles</u>

4. Specify additional <u>criteria</u>   in <u>academic, professional and informal situations</u>

Examples of learning outcomes
- Graduates of this program can articulate intercultural learning growth and identity development. (Knowledge)
- Students will communicate effectively in the host country language in various contexts by the end of the program. (Skill)
- Students show an understanding of themselves and their ability to cope and adapt in a new situation. (Attitude)
- Students seek out opportunities for engagement with people from a different culture or cultural background. (Action)

Methods of learning assessment
- Standardized Assessment Tools (BEVI, IDI, GPI, various language tests)
- Data gathered from: Admissions, Student Life, Career Development Center, Institutional Research
- Advising sessions, Application form data, learning contract
- Written activities: self-reflection, blogging, journaling, essays
- Competency assessments (Such as career readiness assessments), rubrics
- Feedback (from faculty/staff, language partner, internship supervisor, host family, etc.)
- Portfolios, project work presentations

Your Turn!   Discussion 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?

- Select one of your program goals and write them as a learning outcome. Discuss how and when you would measure. **Group recorder will share a few highlights in a shared document.**

Major Themes *(Examples)*

Learning goals- alignment with institution?

Learning outcome examples

1. *Students will be able to articulate public health needs specific to urban centers in Argentina.*

2. *Students can successfully design and apply quantitative and/or qualitative research skills to a field study in a new or unfamiliar cultural context.*

    (End of program, faculty feedback)

Major Themes

Learning goals- alignment with institution?

- 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)

Major Themes

Learning outcome examples

- If study abroad students can make a connection to why these ICC skills are valuable, prospective students can recognize the marketable value of gaining

- *Pre and post survey? Intercultural competence and academic learning.*

- *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):   When to measure: Pre/Post-test

- Program Students can understand and analyze how experiences apply to future academic, professional, and informal opportunities.

- Increase access to international/global learning opportunities to historically underrepresented students, measured through participation in study abroad programs and other global learning activities.

Completing the Cycle

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5. Make Modifications
   a. Plan for next cycle

4. Interpret the Data
   a. What does it mean?

3. Collect Data and Evidence
   a. Ideally before, during, and after the program

Assessment Process

- Make Modifications
- Articulate Goals and Objectives
- Develop an Assessment Strategy
- Interpret the Data
- Collect Data & Evidence

Formative and Summative Assessments

Formative assessment measures ongoing student learning, while **summative assessment** captures learning at the end of an event/program
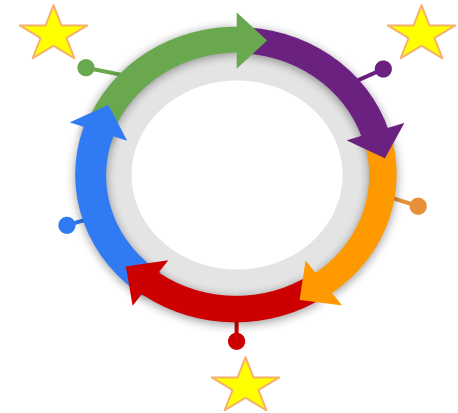
Pre-Program	Program Duration	Post-Program

Quantitative
- Program Application
- Rubrics
- Questionnaires

Qualitative
- Interviews
- Advising Sessions
- Learning contracts

Quantitative
- Regular surveys
- Program leader/faculty reports
- Rubrics

Qualitative
- Group projects
- Written assignments

Quantitative
- Standardized assessment tools (BEVI, ICI, etc.)
- Rubrics

Qualitative
- Reports
- Presentations/Testimonials

Your Turn! Discussion 2

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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?

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

    As before, **the group recorder will share a few highlights in a shared document.**

Major Themes

Opportunities for Assessment

Pre-program

- 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.

During program

- Blogging/journaling (especially for students not on faculty-led programs)

Post-program

- 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.
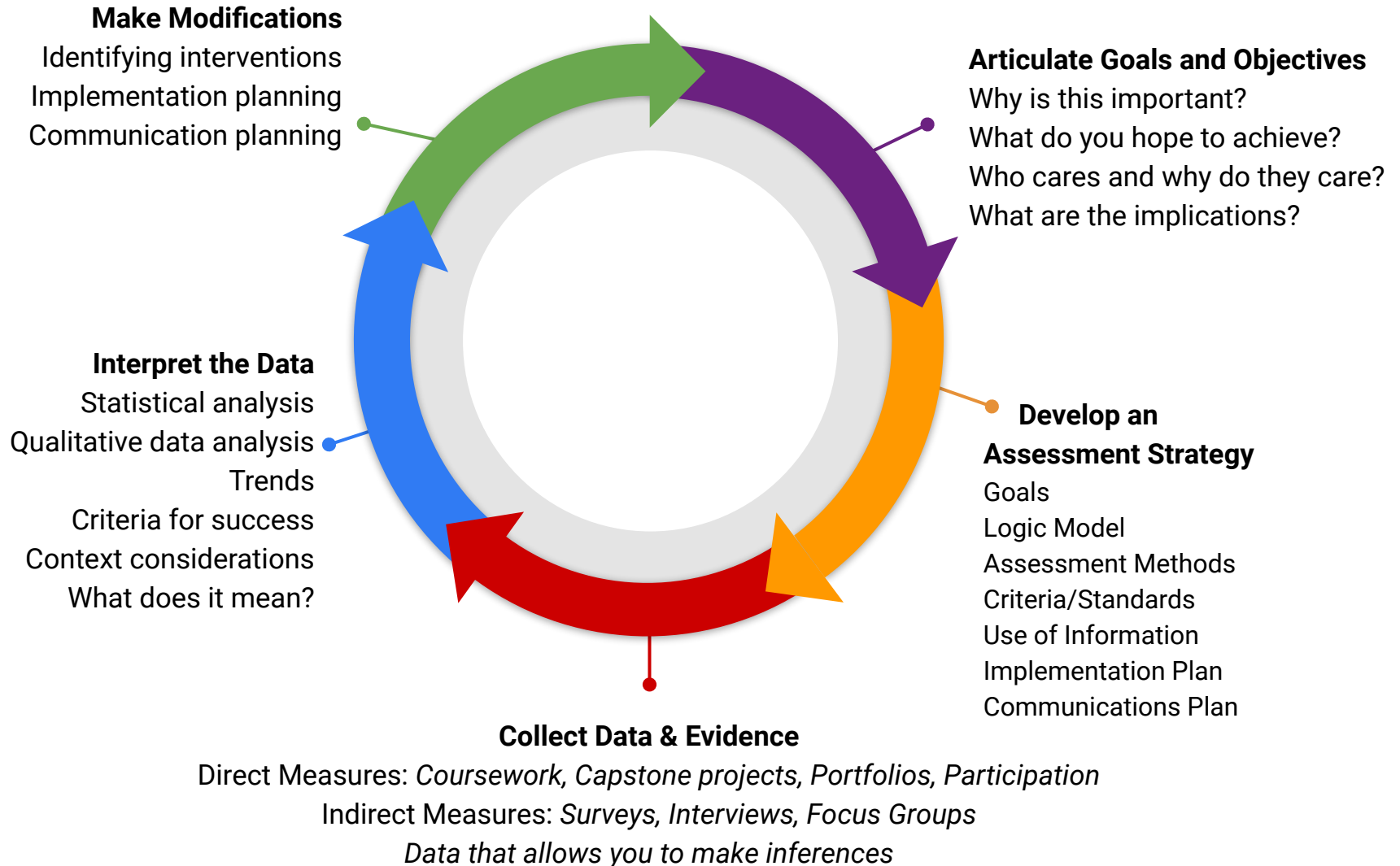
Stories based on data collected

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

Conclusions

- Learning outcomes should align with institutional goals and mission

- A comprehensive assessment plan uses instruments that demonstrate achievement of learning outcomes:

  - Measure different levels of the experience

  - Incorporate formative and summative elements

  - Capture quantitative and qualitative data

- Data can tell compelling stories to different audiences

Assessment Process

Make Modifications
Identifying interventions
Implementation planning
Communication planning

Articulate Goals and Objectives
Why is this important?
What do you hope to achieve?
Who cares and why do they care?
What are the implications?

Interpret the Data
Statistical analysis
Qualitative data analysis
Trends
Criteria for success
Context considerations
What does it mean?

**Develop an
Assessment Strategy**
Goals
Logic Model
Assessment Methods
Criteria/Standards
Use of Information
Implementation Plan
Communications Plan

Collect Data & Evidence
Direct Measures: *Coursework, Capstone projects, Portfolios, Participation*
Indirect Measures: *Surveys, Interviews, Focus Groups*
Data that allows you to make inferences

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Upcoming Training Sessions

SAVE THE DATE

When One Size Doesn't Fit All: Analyzing Data

for Diverse Student Populations

February 2, 2022, 3:00-4:30 pm EST

Incubator Session: When One Size Doesn't Fit All:
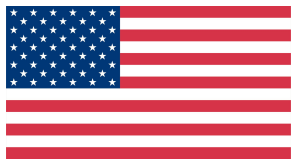
Analyzing Data for Diverse Student Populations

March 9, 2022, 3:00-4:30 pm EST

IDEAS PROGRAM FUTURE INITIATIVES

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FY21 Grant Competition

Webinars

Workshops

StudyAbroadCapacityBuilding.org

IDEAS@worldlearning.org
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THE 2022
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PHASE 1 DEADLINE: 2/20/22

DOUBLE THE GRANTS

DOUBLE THE IMPACT