



Handout Tactics Tools and Techniques

Setting up an Assessment Plan for Your Study Abroad/Away Program

Adapted from Fantini (2009)

1. First of all, the **purpose**—that is why assess and what do you hope to accomplish?
2. The **target audiences**—who is to be assessed and who will be seeing the results?
3. *Clarity about successful **outcomes**—what outcomes are being assessed?
4. The use of **proper assessment tools and strategies** that are aligned with the learning outcomes of your program and your institution. (Check with your colleagues across campus; some of the data may be already collected for you.)
5. The **assessment procedure**—that is, how and when the assessment instruments are administered, evaluated, and scored. Do I have multiple, overlapping methods of gathering data (to corroborate with other evidence) related to the learning outcomes?
6. Characteristics of **your assessment instruments**—their scope, efficiency, and length as well as their validity, reliability and limitations. Will they demonstrate the achievement of learning outcomes?
7. Avoiding **bias**—are questions or instructions clear or subject to various interpretations by multiple stakeholders representing different cultures?
8. ****Representative and varied samples of student achievement at different phases of the program**—specifically, start at the beginning to get baseline measures, during to monitor progress of student growth and after to document short and long-term impact.
9. Stakeholder **involvement**—specifically (but not limited to) the students (starting at pre-program) to move their personal goals beyond, “to improve my Spanish” or “to visit the Louvre Museum” and to ensure they are more aware of their learning and growth.

When you have put this all together—do one last review before administering. Ask yourself (and others!): *Are there differences between students who study abroad and those who do not? (in GPA, employability, leadership abilities?)*

*Draft a clear set of **SMART (Specific, Measurable, Attainable, Relevant, Time-based) expected learning outcomes** from your program. They are the knowledge, skills, and competencies that students are expected to demonstrate upon successful completion.

**** Indirect** (surveys, focus groups, Institutional Research data such as increased GPA or higher graduation rate)
Direct (student presentations, performances, portfolios, tests or other products that demonstrate learning),
quantitative/qualitative measures of learning, internally developed or purchased/borrowed instruments embedded throughout the program.

Learning Assessment Tools Used in Study Abroad

[BEVI Beliefs, Events, Values Inventory](#)

The BEVI evaluates basic openness; global engagement, such as receptivity to different cultures, religions, and social practices; the tendency to (or not to) stereotype in particular ways; self/emotional awareness; and, worldview shifts.

COST: Annual licensing fee starting at \$1,000, discounts available for small nonprofits.

[IDI: Intercultural Development Inventory](#)

(based on Bennett's Development Model of Intercultural Sensitivity Personal development)

The IDI measures how a person or group of people tend to think and feel about cultural differences stemming from any aspect of diversity, human identity, and cultural difference. IDI assesses the core mindset regarding diversity and cultural difference.

COST: Education version is \$12/student test, \$24 for pre- and post-tests (other plans available).

[GPI: Global Perspectives Inventory](#) (Currently hosted by Iowa State University)

The GPI is a self-report test that measures both student learning outcomes and student experiences; that is, it focuses on connections between student experiences on and off campus on the one hand and global student learning and development outcomes on the other. It is intended to help educators improve the learning experiences they provide students.

COST: Starting at \$700 for up to 500 students (other plans available).

Other Learning Assessment Tools and Techniques

Pre-Program

Advising sessions

Application form data

Learning contract (to set specific learning goals and objectives)

Rubrics (Scale based on achieving different levels of attainment of specific criteria)

During Program

Bloggng/journaling (using text and visuals)

Essays

Self-Reflection and group activities

Regular reports from program coordinators/faculty

Post-Program

Competency assessments (Such as NACE career readiness competencies)

Feedback (from faculty/staff, language partner, internship supervisor, host family, etc.)

Portfolios

Project work/Presentations (to demonstrate what they have learned)

Questionnaires for self-evaluation, peer evaluation, group evaluation, and/or teacher evaluation

References

[Assessing Education Abroad Outcomes: a review of the BEVI, IDI, and GPI](#)

Roy, P., Wandschneider, E., & Steglitz, I. (2014), Michigan State University.

[Assessing Intercultural Competence Issues and Tools](#)

Fantini, A. (2009), The SAGE Handbook of Intercultural Competence, edited by Darla K. Deardorff.