

ASSESSMENT FOR CAMPUS AND ABROAD:

WHY A HOME-GROWN INSTRUMENT MAY BE THE BEST FOR BOTH

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(formerly of Barnard College)

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Assessment for Campus and Abroad:
Why a Home-Grown Instrument May Be the Best for Both
Forum 2015 New Orleans

WHO WE ARE

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FOR WOMEN
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UNIVERSITY

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UNIVERSITY OF DELAWARE

- Doctoral research institution
- 15,000 undergrads
 - 33% study abroad, ca.1,400 in 2014/15
 - 1,025 in January 2015
- 4-1-4 calendar
 - 5-week January term
 - courses offered abroad and on-campus
 - 50+ faculty-led January programs representing 75% of academic departments
- 12-15 faculty-led summer programs, <200 students
- About 20 semester/exchange programs (about 150 students total)
- 10-person office staff



UNIVERSITY OF DELAWARE

“Home grown” assessment initiative:

- Developed iteratively over years
 - first instrument – post-program only
 - second – pre and post, but not well tested
 - third – pilot tested, doctoral student developed (expertise)
 - fourth – currently collecting data from on-campus control group
- Incorporated into required online pre-departure orientation
- Linked to University-wide Discovery Learning Experience required for graduation
- Incorporated to a required post-program assessment
- Uses existing online course evaluation system
- new instrument easily adapted to on-campus domestic & international students





ARCADIA UNIVERSITY
THE COLLEGE OF GLOBAL STUDIES

Arcadia University

- Glenside, Pennsylvania (suburban Philadelphia)
- 4,000 Students (2,000+ UG; 1,500+ GR)
- 4 Colleges (Arts & Sciences, Health Science, Global Studies, Global Business) and 2 Schools (Continuing Studies & Education)

The College of Global Studies

- 60+ years in education abroad
- 17 countries, 140+ programs
- 3,000 students per year
- Center-based, internship, institutional-based programs
- Global faculty, staff, properties, curricula



ARCADIA UNIVERSITY

Examples of “*home grown*” assessment initiatives:

- Goal Inventory to identify student goal formation; used in pre-departure and in-country advising
- Post-program evaluation to re-assess student goals and how they have changed
- Course Evaluation form for center-taught courses, which addresses the relevance of place
- Co-Curricular Learning rubric to assess aspects of out-of-classroom learning
- Program Review process, referred to as ATLAS, ties program review to the accreditation standards



BARNARD COLLEGE



- Liberal arts college, for women, in New York City
- Affiliated with Columbia University
- 2,400 undergrads
- ~ 5% international students
- ~ 30% of students study abroad
- Office of International and Intercultural Student Programs (OIIS)
 - study abroad, visiting international students, full-degree international students, faculty trips, and other international programming on and off-campus
 - 3.5 staff



BARNARD COLLEGE

Examples of “*home grown*” assessment initiatives:

- Both study abroad students AND visiting international students are assessed, and then compared on...
 - Self-reported second language use and immersion
 - Development of relationships with host-nationals
 - Cross-cultural development, skills, and other aspects of personal growth
- Designed goal-setting program
 - Before going abroad: students set academic and personal goals
 - Mid-semester: students are reminded of their individual goals
 - End of semester: students are again reminded of their goals and rate their success in achieving them
 - Goals are coded for content, specificity, and attainability



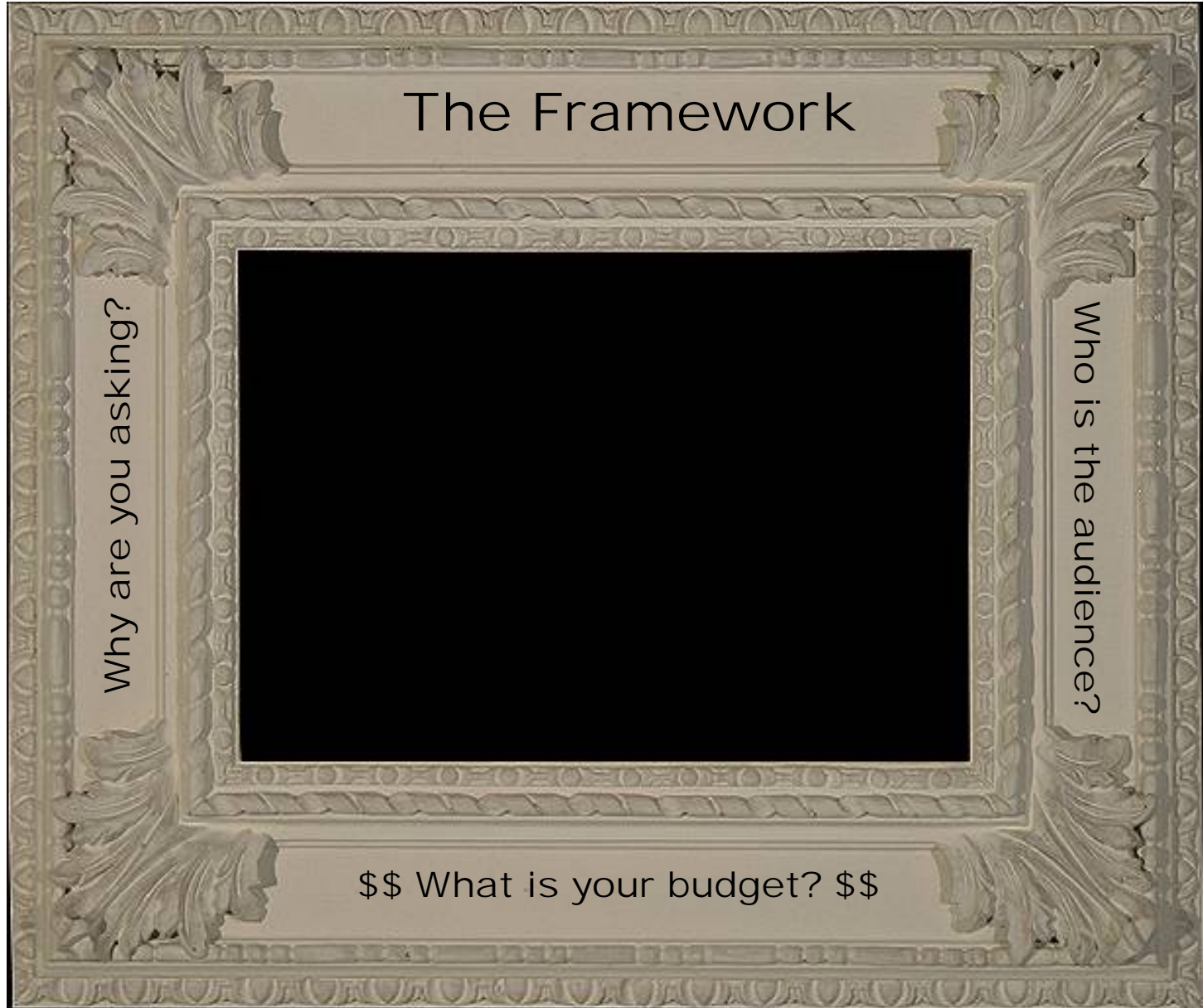
HOW DO YOU KNOW WHAT YOU WANT TO KNOW?



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PURSuing A LINE OF INQUIRY



PURSuing A LINE OF INQUIRY: THE FRAMEWORK

- **Goals: why do you want to know?**
 - Institutional mandate vs. personal or unit area of interest
- **Cost**
 - cost of instrument itself
 - personnel cost
 - possible student incentives to complete surveys
- **Audience: with whom, and in what way, will you share what you learn?**
 - Internal (i.e. annual report) vs. external (re-accreditation, publication)



PURSuing A LINE OF INQUIRY

The Framework

Why are you asking?

The Content

What do you want to know?

Who will you ask?

When will you ask them?

How will you ask?

Who is the audience?

\$\$ What is your budget? \$\$



PURSuing A LINE OF INQUIRY: THE CONTENT

- **Groups of interest: who do you want to ask?**
 - Study abroad students, international students, faculty
 - **It takes a campus: recognize potential for multiple, overlapping assessment initiatives**
- **Scope of inquiry: what do you want to know?**
 - General learning/development vs. specific outcomes of a particular program
 - This may vary if you are assessing multiple groups – faculty, study abroad students, international students – but some areas may still overlap
- **When to assess, and for how long?**
 - Long-term, ongoing initiative vs. one-time project
 - Pre-, during, and/or post-program surveys
- **How will you ask?**
 - Online vs paper surveys; journals; blogs; photos/videos/multimedia; personal interviews
 - Qualitative, quantitative, or a mix
 - Required or optional



The Framework

Why are you asking?

The Content

What do you want to know?

Who will you ask?

When will you ask them?

How will you ask?

Who is the audience?

\$\$ What is your budget? \$\$

Once the framework and content of inquiry are determined, available instruments can be examined.

PRACTICAL TIPS FOR GARNERING SUPPORT



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PRACTICAL TIPS FOR GARNERING SUPPORT

- **Seek Resources within Academic Departments**

- graduate student support (for data entry, analysis, and interpretation)
- ex. Statistics, Psychology, Education, Communication, Foreign Language

- **Share Resources / Data with units with an Institutional Focus**

- | | |
|--------------------------|-----------------------|
| ◦ Institutional Research | Planning Division |
| ◦ Office of Assessment | Student Affairs |
| ◦ Accreditation Teams | Curricular Assessment |



PRACTICAL TIPS FOR GARNERING SUPPORT

- **Collaborate between Education Abroad and International Student Offices**
 - As appropriate, develop comparative instruments, share results
- **Appeal to institutional stakeholders who have an interest in the outcomes**
- **Be transparent!**
 - share results, collaborate, accept critique, build buy-in



PRACTICAL TIPS FOR GARNERING SUPPORT

A Few Shared Examples of Collaborative Efforts

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ADVANTAGES OF AN IN-HOUSE INSTRUMENT

Why not just purchase a commercial survey?

- **Freedom** to measure exactly what you want!
- Measure when and how you want—what works for your campus and students
- Change instrument/items as needs/ goals change
- No fee for administration; exercise control over costs
- Institutional ownership of instrument



DISADVANTAGES OF AN IN-HOUSE INSTRUMENT

But freedom has its price . . .

- Can be labor-intensive
 - requires institutional expertise, working with other offices; some expertise within international ed. office preferred
- data bottleneck due to competing demands of “real job”
- staff turnover may stall project
- difficult to generalize results to other institutions



RESOURCES

- Association for the Assessment of Learning in Higher Education: www.aalhe.org
- *A Guide to Outcomes Assessment in Education Abroad*, Mell C. Bolen, Ed., The Forum on Education Abroad: www.forumea.org
- NAFSA Teaching, Learning, and Scholarship Knowledge Community
- *Measuring and Assessing Internationalization*, Madeleine F. Green, May 2012, www.nafsa.org (e-publication)



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